

# ABBOT ACADEMY SKETCHES

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KATHERINE R. KELSEY

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Abbot Academy sketches,  
1892-1912

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1892-1912



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1892-1912

BY  
KATHERINE R. KELSEY



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AFFECTIONATELY DEDICATED  
TO  
BERTHA BAILEY  
WHOSE LOYAL FEELING FOR THE PAST  
GIVES INSPIRATION FOR THE PRESENT  
AND HOPE FOR THE FUTURE  
OF  
ABBOT ACADEMY

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## CHAPTER I INTRODUCTORY

SOME time after the death of Miss Emily Means, the Trustees of Abbot Academy asked me to take up a piece of work which they had hoped would be done by her;—the writing of the history of Abbot Academy during the period 1892 to 1912. There could be found only a few paragraphs which Miss Means had written and these have been incorporated into the sketch of Miss Watson.

As the chapters of this book have grown, it has become more and more evident that they are, and must remain, sketches, and not a formal history of the period between Miss McKeen's leaving the school and Miss Bailey's coming to it. The most difficult part of the work has been the writing of the life and work of students after leaving school. We are too near the period of Miss Watson and Miss Means to write freely of the people of their time. Of the notable people of Miss McKeen's day who were doing their best work between 1892 and 1912, only a few have been chosen. These are all persons who have visited their old school from time to time

and have kept in touch with her, and of whom, therefore, there is personal knowledge.

Memory has been the source of much material and the guide in the use of other helps. Many people have helped — often quite unconsciously to themselves — by some word which has quickened a latent memory, and others have helped by their interest. I wish to acknowledge my indebtedness especially to Miss Bailey for her unfailing confidence in the value of the work; to Mr. Flagg for his constant interest; to Mr. Stackpole, who has carefully read these sketches and has aided with valuable suggestions; to Miss Chickering and Miss Bancroft for most helpful criticism; and lastly to Miss Mason, whose constant companionship during the entire period makes these pages her memories as well as my own, and whose unfailing good judgment and fine feeling have been a firm reliance.

As the work has progressed, I have found myself thinking more and more of the strong characters, the gracious and beautiful lives that have made the school, rather than of definite works which have been accomplished by them. It has seemed to me that the simple, homely story of daily life as it has been lived in and for the school may give to the reader a better conception of the integrity of ideas, the simplicity of habits, the gracious and self-sacrificing atmosphere of love, the refinement of taste, and above all the staunch love of real truth which have been the characteristics of the people who have been powerful in forming and keeping alive the Abbot atmosphere and environment.

I have also realized more than ever before that

Abbot Academy has had an unusual group of men to guide its affairs and that it has had a more intimate association with its Board of Trustees than is the common experience of schools.

It is hardly necessary to say that these chapters are written primarily for "old girls" and for the Abbot student and teacher of to-day. It is hoped that those who have lived in the school during the twenty years will find pleasure and refreshment in renewing acquaintance with people and events of school days; but especially that the Abbot Girls of 1929 and those who will be Abbot Girls in the future may become intelligent about and interested in the past and may feel more vividly its relation to the present and the future.

## CHAPTER II

### MISS McKEEN

THE first volume of the "History of Abbot Academy," written by Miss McKen and her sister Miss Phebe, covers the story of the first fifty years. This was followed in 1897 by the second volume, written by Miss McKen alone and published only a few weeks before the beginning of her last illness. These two volumes contain the facts of the thirty-three years of her life and work in the school, but these are given by Miss McKen as the story of the progress of the school and not as an appreciation of her own life.

The "Memorial" published by the Trustees in 1898 contains, not only a complete account of the very beautiful last service for Miss McKen in Draper Hall, conducted by Professor Churchill, but also the three tributes to her memory; one written by Miss Maria Stockbridge Merrill and published in the "Andover Townsman" of May 20, 1898; a second, written by Mrs. Annie Sawyer Downs for the June issue of the "Abbot Courant" of that same year; and the third, the tribute given by Miss Emily Adams Means, the principal-elect, at the annual meeting of the Alumnae Association in June, 1898. In the introduction to the first volume of the History, Professor Park has given an account of the death of Miss Phebe which occurred in 1880, and also a tribute to the work of the two sisters during

the twenty-one years of their association at Abbot Academy. The introduction to the second volume, from the pen of Professor Churchill, pays a special tribute to the work of Miss McKen during the last twelve years of her principalship — the period marking the beginning of the physical expansion of the school.

To repeat what has been so ably given by these two distinguished Trustees is quite unnecessary, but this volume of sketches would seem to be incomplete without its own special word concerning Miss McKen. Neither Trustees nor Miss McKen herself could give the picture of the intimate daily life of the principal and its effect upon the school. This must be left to those who have lived the life with her. It is now, in 1929, thirty-seven years since Miss McKen gave up her work at Abbot Academy, and so swiftly do the years pass that her name to many of the girls of these thirty-seven years is hardly a tradition. It is especially for these girls that these few pages are written.

Philena McKen was born at Bradford, Vermont, on June 13, 1822, the daughter of a New England minister. Educated largely by her father in the home, she taught successfully for a goodly number of years until in September, 1859, she came to be principal of Abbot Academy. She was then in the prime of a vigorous life, and for thirty-three years she gave the best of that life whole-heartedly to the school. In 1888, worn by the labor of trying to raise the money sorely needed for new buildings, and discouraged at the failure to complete the full amount needed, she resigned from the principalship,



but the Trustees wisely refused to accept this resignation, and Miss McKeen continued in her office four more years, thus having the joy of seeing the results of her labor of pain and of love in the erection of Draper Hall. In this house she lived for two years, and then she was permitted to give up the work — her “graduation day” being on her seventieth birthday in June, 1892. For six years she lived on the grounds of the school in the house which she named Sunset Lodge, and there, after a month’s illness, she died on May 13, 1898.

On the wall above the principal’s desk in Abbot Hall the portrait of Miss McKeen has hung for more than forty years. It was painted in 1886 and presented to the school by the Alumnæ Association as a tribute of love. Although Miss McKeen lived to be seventy-six years old, this portrait of her at sixty-four presents her as her friends remember her. It shows a strong face with large features and a very kindly expression. She had keen, clear, bright blue eyes that looked at you very steadily whenever you talked with her, and she was a wonderful listener. At either side of her face her soft, silvery-white hair hung in two or three curls held back by tiny combs. She had a rather large frame and was not very graceful in carriage, but she was always dignified. Her dress was always very nice and dainty. In the fall and spring she usually wore a rather handsome silk gown, sometimes black and sometimes brighter in color. She liked to wear a bit of “real lace” at the throat and to have something in pale blue somewhere about her dress. She wore very little jewelry, but whatever she had was always of the finest



quality and design. Although she was very simple in personal appearance and manners, she would be noticed in any company as a woman of distinction in appearance and bearing.

Miss McKeen's work for Abbot Academy is much more impressive than that of any of the excellent principals who preceded her, largely because she made it her life work. Only one of the other ten principals had spent more than three years here, and hence her thirty-three years have entirely overshadowed all the preceding thirty years.

When the two sisters came here in 1859, the school was housed in two buildings and owned one acre of land — and that acre, to quote Miss McKeen, "was in a state of nature, a barren field enclosed by a rude fence, through which entrance and exit were made by a great gate which usually stood open. There was no driveway; every one was allowed to choose his own, and there was need of choice to avoid large rocks and damp basins here and there as in a poor pasture."

The two buildings were Abbot Hall, the recitation building, which has been in use since the day school opened in May, 1829, and which is still our pride and pleasure, and Smith Hall, a wooden dormitory which had been in use five years and was still fresh and attractive when the two sisters came to the school. At that time only two of the three stories of the building were occupied by students, and the family could be seated in the dining-room at one long table. In the daytime the house was cheery, but in the evening it must have been very dismal, since the only source of light was the one glass lamp

with which each person was provided and in which whale oil was burned through two small wicks. As for Abbot Hall, Miss McKeen frankly says that when she came in 1859 it was a dreary place with a bare rough floor, coarse plaster on the walls and ceiling, on which were great patches of smoke from the candles in tin reflectors by which the hall was lighted. The platform was merely a broad shelf and in front of it sat the pupils behind huge wooden desks. On the wall hung the portrait of Madame Abbot, one of the three pictures owned by the school at that time.

The first great fact which the Trustees impressed on the new principal was the poverty of the school, and their first counsel was: "Be content with such things as ye have." But it was never Miss McKeen's nature to be content with anything which she could possibly make better, and she was always most fertile in resources. She never lacked wits for thinking of means to make things better. She began at once to find ways to earn money for things she wanted for the school. Lectures and concerts and other entertainments were planned and carried out, and soon she was able to buy a carpet for the bare floor of Abbot Hall. The Trustees then continued the good work of improvement by widening the narrow platform and papering the untidy walls, but the huge wooden desks were kept some years longer until the settees which are still in use were bought to replace them.

An instance of Miss McKeen's ability to suggest without words the needs of the school to its friends is illustrated by the tale of the silver spoons. Per-

haps this tale is best told by quoting the "Courant" of June, 1892, although this version of it differs slightly from the oral tradition which the writer of this volume inherited directly from Miss Merrill. The "Courant" in a brief paragraph concerning Mr. George L. Davis tells the story as follows:

"In these early days the school was in need of almost all things. Notwithstanding the heroic generosity of the friends who had provided the essentials for housekeeping at the opening of Smith Hall in 1854, it was necessarily scantily furnished; for example, there were no teaspoons for the table and no silver spoons of any description, except perhaps a half-dozen odd teaspoons which had been left from time to time through the carelessness of their owners; consequently dessert spoons of some cheap metal were used for tea and coffee at the constant risk of overturning the cup. As a strategic movement, Miss McKeen invited the trustees to tea, and instead of favoring them with the waif teaspoons, she served their cups with the same clumsy, cheap spoons which they had provided for the family. A few days later Mr. Davis sent a package containing five dozen teaspoons, a dozen dessert spoons, and another dozen tablespoons, all of solid silver, and marked Abbot Academy." As a matter of fact, the dessert and tablespoons and part of the teaspoons were marked "A. F. Academy," and the rest of the teaspoons, those perfectly plain in design, were marked "Davis Hall." These spoons are all still the "best spoons" of the school.

The story of Miss McKeen's long-cherished desire for new school buildings, its consummation

through her own laborious and exhausting work in raising money sufficient to begin the erection of these buildings, the careful study of and the choosing of plans for Draper Hall, its erection, its furnishing, and her two years of life in it, is all most interesting and it is all told by Miss McKeen herself in volume two of the History.

It is evident that a woman who could so develop a school on its material side as she had done, must be a woman of unusual qualities, of strong character, and preëminently of great strength of will power. Whenever one came into her presence it was quickly felt to be the presence of a woman of wide and accurate scholarship, of keen and inquiring mind, never satisfied until she had found the truth. She constantly strove to develop in her pupils a love for the best in all things and to provide them with the means of satisfying this taste. She taught the Senior Class in Church History, History of the Fine Arts, and Butler's "Analogy," but every course in school bore the impress of her keen thought.

At times she seemed to have an almost masculine strength of mind to conceive and of will to carry out her plans, yet she acknowledged herself to be singularly lacking in physical courage. In spite of this lack, nothing could deter her from carrying out what she considered to be her duty. She had no faith in horses and was very timid about driving, but with the inconsistency of such fears, she was in the habit of going to ride regularly with Mrs. Park as her companion, driven by a one-armed old soldier in a somewhat dilapidated-looking carriage. Several times a week, promptly at half-past ten, the carriage



drew up at the door of Smith Hall, and these two most interesting-looking women could be seen starting out for their hour's drive. Surely if the conversation of that hour had been recorded a most interesting and delightful volume might have been added to the annals of the school.

She had a delicious sense of humor and her merry blue eye often betrayed her when she seemed most grave. Brought up by a father having the sternest New England principles of that day, she always clung to the early teachings of her home. She encouraged teachers and girls to present English, French, and German plays upon the school stage, and took great pride and interest in this work, and yet she never once attended the professional theater until after she left Abbot Academy, and then she went once to Boston to see a performance of "Ben Hur." Yet, though she was not a frequenter of the theater, she certainly had a dramatic nature which often showed itself in unexpected ways. She conducted morning chapel at Abbot Hall sitting in a special chair made unusually high for her comfort. Once a week, usually on Tuesday morning, she addressed the school on some moral or religious topic. Sometimes she would expound a passage of the Bible with great clearness and impressiveness. Again, she would give with force some much-needed moral or practical teaching. Then a day would come when a severe reproof was needed, and it would be given, always resting very substantially upon Bible teachings. Then again, with great patience and exactness she would teach the entire school, verse by verse, long passages of the Bible, which they would recite together.

One day she had discussed very seriously with some of the teachers the fault of borrowing — a fault often prevalent in a boarding-school. The next morning at chapel after the usual devotional exercises, Miss McKeen again opened the big Bible and with great solemnity and dramatic effect read the passage from 2 Kings, 6th chapter, verses 1-5. The last two verses are as follows: "So he went with them. And when they came to Jordan they cut down wood. But as one was felling a beam the ax head fell into the water; and he cried and said Alas, Master! for it was borrowed." She closed the Bible and every one before her knew at once the lesson to be learned, so great was the dramatic effect of her reading.

At another morning chapel service, she read these words from Proverbs v, 15: "Drink waters out of thine own cistern, and running waters out of thine own well," and then she went on to give a very forceful talk on the need of self-reliance. A student who heard this last talk gave a very clear and vivid account of it more than forty years after the day when it was given by Miss McKeen in Abbot Hall, so strong was the impression which it made upon her.

That no girl should leave Abbot Academy without becoming an active Christian was a matter very much on Miss McKeen's heart. She often prayed with and for individual girls and labored hard to develop and to strengthen the religious nature of every girl who came into her school.

There was a stern, uncompromising, severe side to Miss McKeen's nature, and there have been always

some people who could see only that side, and who have felt that she could not be progressive. The one thing that those who really knew her in all her varied phases realize, is that she was truly great in her ability to change, to see that a question might present itself to another person from an entirely different point of view, and that there might really be another way of looking at it. Positive and uncompromising Miss McKeen could be in her statement of a matter, but if one had the courage to declare a different opinion, she would give most courteous and sympathetic attention to her daring opponent, and treat her fairly.

Attendance at the weekly prayer meeting held on Saturday evening was required of all the family. It is not strange that there should have been sometimes, girls who had not been accustomed to attend such a service, and who frankly said they did not enjoy it. One Saturday evening Miss McKeen stated very emphatically that any one who did not enjoy going to the prayer meeting could not be considered as really a Christian. Sitting directly in front of her was a young girl brought up in the Episcopal Church, who found it irksome to attend the "prayer meeting" of Congregational form, and who had frankly made known her dislike of it. This statement by Miss McKeen roused her thoroughly, and she dwelt upon it until she felt she could not let it go by without speaking to Miss McKeen. The next day the opportunity came, and summoning courage to speak with her, she said: "Miss McKeen, did you really mean what you said last night about going to prayer meeting?" Miss McKeen stopped

and looked at her in surprise, but after a moment there began a conversation the substance of which is not remembered, but only the effect, which was that of great friendliness and the attempt at sympathetic understanding on the part of Miss McKeen. As the conversation came to an end, one of Miss McKeen's last words was: "I have just been reading the life of Faber, and you make me think of him." Why there should have been this reminder was not evident to the young girl, but that was not necessary, since the result of the encounter was a better understanding and greater sympathy between the stern and positive teacher and the young and rebellious girl. In later years Miss McKeen often went to the Episcopal Church with this same friend then grown to womanhood. Foreign travel and the beauty and solemnity of European cathedrals had developed in her the power to enter into and appreciate the forms of the Episcopal Church, which earlier in her life she had considered almost papal, and not to be enjoyed by a Congregationalist.

Her real greatness of nature was shown in her retirement from Abbot Academy fully as much as in her active life here. She gave up her office on her seventieth birthday in 1892, and after spending the summer in doing everything possible to smooth the way for her successor, Miss Watson, she went in September to live in the house on the Academy grounds which she named Sunset Lodge. The Trustees had put this house in order and invited her to live in it — a very trying and dangerous experiment for a person of her strong and active nature to venture to make. But she did it perfectly.



Her little house was a most attractive, dainty home, perfectly kept in every way. She was a wonderful hostess and most generous in hospitality. One of the beautiful things about these six years of life in Sunset Lodge is that, from the first, she was very much interested in, and able to do much for, the life of the town, and as a consequence the townspeople came to know her much more intimately and to love her warmly. She had always had many strong, intimate and interesting friendships in Andover, but now the circle was greatly widened and many who had not known her well before found life greatly enriched by her friendship.

She had carried on for many years with great enthusiasm the teaching of History of Art, not only to the Senior Class of Abbot Academy, but also in the November Club, the woman's club of Andover, and she continued to lead this Art Department in its study. It was a very lovely sight to see the group of dignified women who made up that department literally sitting at her feet to be taught. She made them work, just as she had made her classes of young girls work in school, and they obeyed her directions with the same faith in her wisdom. Her last piece of work was done for this Art Department, and only a fortnight before her death the last meeting of the season was held at her home, although she was unable to be downstairs with the members.

In the town she was greatly interested in the Village Improvement Society, and became an efficient worker in it. As a Director of this Society she was active in making neat, orderly and beautiful the triangle opposite the South Church, and she worked

indefatigably to have it graded and turfed and made ready for a few shrubs. The sum needed to do this work was large relative to the resources of the Society, and many of her fellow directors thought that the plan would better be given up. But not so Miss McKeen. She determined to try to get the money for the work, and succeeded as she always had done in similar attempts. The last time she went out to drive, which was on the Tuesday of Easter Week, April 12, 1898, she asked to be taken to see this piece of ground, and was greatly pleased with its appearance, and with the appreciation of her efforts shown not only by the Village Improvement Society but also by the citizens generally.

She died on May 13, 1898. A very beautiful service was held at Draper Hall on May 16, conducted by Professor Churchill, and attended by Abbot girls and friends from near and far. On the next day a few of the Andover friends went with the beloved form to Bradford, Vermont, the home of her birth and of her childhood days, and there she lies beside her much-loved sister Phebe.

This very inadequate appreciation of her is lovingly closed with the words which she herself uses as the closing words of her history of the school, published only a few weeks before her death: "Because the bright sun floods it all day, and sets in wondrous glory before the western windows, and also because these are my sunset years, I have named my house 'Sunset Lodge.' The last name reminds me that this is only a lodge — a waiting place till through grace, the Father shall summon me home."

## CHAPTER III

### MISS WATSON

“THE last chapters of the second volume of the ‘History of Abbot Academy’ relate the events at the end of the administration of Miss Philena McKeen and the entrance of Miss Laura S. Watson upon her difficult task as Miss McKeen’s successor. The school had been formed for so many years under the leadership of two able women that a heavy load was laid upon any stranger who should take up the burden of the opening years of needed adjustment to the altered conditions arising from the college demands upon the preparatory schools, and also to modern ways of life.

“Miss Watson, with calm courage, grasped the needs of the school, and struggled to clear away the first obstructions to the establishment of a developing ideal of scholarship and discipline. Miss Watson was a graduate of Mount Holyoke College with which Abbot Academy had always had close fellowship, and she had been Preceptress at the excellent High School of St. Johnsbury, Vermont, from which she came to Andover. It is not an easy matter to select and cut out the obstructive in any well-defined system, and to substitute the new and strange to fill the old and well-known places, but with great earnestness and sincerity Miss Watson studied to comprehend the past historical and traditional meaning of the school, and to continue all

that was best and appropriate in it, adapting it to the new requirements. It is not strange that old scholars and friends of the school should have felt anxiety at passing out from the comfortable security of Miss McKeen's long care into the hands of an untried government, but confidence in the judgment of the Trustees and their carefully considered choice reassured them when the great step was taken.

"To be rightfully conservative and at the same time judiciously progressive called for a wide outlook over the future growth of the school and of the special direction of that growth. Caution as well as boldness was required. The curriculum had to be altered so as to give a proper place for the college preparatory work, and at the same time to retain and develop the Academic courses which the school had always held as primarily its business in education. This would make new teachers necessary and enlarged expenses which, in a school always conducted on the principle of strict economy, must be soon justified by increased return in number of students and in reputation. The first years were bound to be years of puzzling questions and many discouragements, and much gratitude should be given to those who undertook to manage the transition."

The preceding paragraphs concerning Miss Watson were written by Miss Means as the beginning of what was to be her continuation of Miss McKeen's history of Abbot Academy. It seems fitting that these few pages written by Miss Means should be incorporated into the body of this sketch without alteration. This brief statement explains without

apology whatever may seem unusual or inharmonious in the construction of this chapter.

Laura Sophia Watson was born in Sedgwick, Maine, April 28, 1849, and died in St. Johnsbury, Vermont, May 21, 1924. She was graduated from Mt. Holyoke Seminary in the class of 1871, and later in life she received the degrees of Ph.B. and of M.A. from Wesleyan University in Bloomington, Illinois. She taught at Lawrence Academy in Groton, Massachusetts, was principal of Albert Lea College in Minnesota, and was preceptress at St. Johnsbury Academy in Vermont for the few years preceding her coming to Abbot Academy. Here she was principal from September, 1892, to June, 1898.

The first work undertaken by Miss Watson at Abbot Academy was that of rearranging the statements in the Circular of Information. A comparison of the Circular of 1892 with that of 1893 will show very little real change in the matter, but chiefly in the form of presentation of the requirements for the five years of regular work. It was made clear that the Academic course may emphasize the classics or the sciences as well as modern languages and literatures. For the first time the college preparatory work was laid out as a regular course, emphasizing the fact that the school which, before this time, had sent an occasional student to college was now ready to offer regular college preparation as a recognized part of its work. The 1893 Circular contains a formal statement concerning the work of each department of the school, thus adding to the bulk and to the dignified appearance of the pamphlet; there also appeared as a frontispiece an excellent picture



of the school buildings and grounds, thus giving to strangers a good idea of the appearance of the school plant.

The list of faculty in the 1895-96 Circular contains the name of the first recognized librarian, and this indicates the growth of the library in number of volumes, and in greater use by the students. This growth in use was greatly aided by the making of the first card catalogue of the library in 1894. In the winter of 1892 there had been a visiting teacher of gymnastics, and her name is to be found on the faculty list, but in 1893 the work of gymnastics and elocution was given into the care of one teacher, and the next year, 1893-94, each department was well organized under Miss Durfee, who managed both branches of work for the seventeen years she was on the faculty. In the science department, the change made by giving a half-year to Physics, and a half-year to Chemistry in place of the single term for each subject, was the modest beginning of the later enlargement of these courses; also the fitting up of a common laboratory for the two sciences made it possible that some laboratory work should be attempted by the individual pupils. Emphasis upon the college preparatory work did not seem to lessen attention to music and art. In the year 1892-93, out of a total enrollment of 144 pupils, 18 are listed as taking special lessons in drawing and painting, 11 studied vocal music, 4 had violin lessons, and 49 studied piano. The next catalogue lists 8 pupils in Harmony, and about the same number in the other departments of music as in the preceding year. The ample provision for the study of art already existing

in the school was greatly increased by the addition of at least six hundred works in the form of casts, etchings, paintings and photographs. True, many of these works were gifts from loyal Alumnæ, but it was Miss Watson's great interest in art which made an atmosphere most encouraging to generous-minded and cultured Alumnæ and friends.

The history of the building of McKeen Hall shows clearly that the quiet influence of Miss Watson kept ever before the school the need of a new building, and although her name never appeared before the world in this work, her pupils know that her influence was exerted in ways that resulted in their action. Miss Watson's influence upon students and faculty was strong and lasting, and those who knew her well have never lost the consciousness of this influence. She was a woman of strong character, of most refined tastes, of wide reading and of genuinely broad scholarship, but so modest and retiring in disposition that she was not likely to be well-known to a wide circle. Neither the town of Andover nor the Alumnæ of Abbot Academy had the opportunity of knowing her in the short six years of her service as principal of the school. And yet underneath an exterior that often seemed shy and forbidding, there was a warm interest in the life of the school, and a genuinely social nature. Occasionally this was felt in a very charming way, and the girls who experienced this side of her nature became much attached to her.

After a few years of life in the school it became evident to Miss Watson that the physical burden of the work was more than she could wisely continue to

carry, and in June, 1898, she gave it up. The "Courant" of June, 1898, contains an excellent summary of the six years of Miss Watson's career at Abbot Academy. Some of the points emphasized are: — the enlargement of the curriculum, the development of the college preparatory course, the sharper definition of departments especially those of History and Science, and the growth of the library. Constant improvement in school buildings is also to be noted during this period. Abbot Hall was improved and redecorated; comforts were increased in Draper Hall; a suite of rooms was made and furnished for use as a hospital; a large room on the first floor was appropriated for use as a family sitting room.

During these six years bequests were made to the school amounting to at least sixty-five thousand dollars, and these were all voluntary. Of this sum, ten thousand dollars was the gift of Mrs. Hilton, five thousand dollars was a legacy from Mrs. Phœbe Abbot Ballard Chandler towards a new Academy building; and the Draper gifts of real estate in this period amounted to forty thousand dollars in value. Also the Cornell scholarship of three thousand dollars was given for the use of Andover girls, and lastly, Miss McKeen left a legacy of four thousand and five hundred dollars.

† A thoughtful study of these six years shows that under Miss Watson's guidance the school quietly but steadily held its own amidst many discouragements, not the least of which was the excessive financial depression of the country in 1893, which delayed the energetic pushing of the plans for a new Academy building.



Upon leaving the school Miss Watson went directly to Europe, where she studied and traveled at will for several years. She studied at the University of Oxford and at the American School of Classical Studies at Athens, and she had the distinction of being among the very first women to receive instruction at the Leipsic University, where her work was in the subject of Philosophy. In Italy, at Anacapri, she spent some time indulging her artistic taste and her natural facility in the use of the brush by a study of painting. In Paris she lived in the family of Père Hyacinthe. After several years of well-merited enjoyment of life and study in Europe, she returned to live with her brother, a physician in Brooklyn, New York. There she became greatly interested in club work and wrote many papers on art and literature for the distinguished circles to which she belonged.

The death of Miss Watson's brother left her very lonely, and she chose to return to St. Johnsbury for the last three or four years of her life, in order to enjoy the companionship of warm friends. There she bought a house which she took great pleasure in remodeling, and in which she arranged her beautiful pictures and rugs and fine antiques brought home from Europe. But most of all she enjoyed the gardens and lawns surrounding the house, and to them she gave much care.

Since her death in 1924 words of loving appreciation have come from her neighbors and from many of her Abbot girls. Abbot Academy counts itself honored and blessed in the memory of her principalship.

## CHAPTER IV

### MISS MEANS

WHEN Miss Watson resigned the principalship in January, 1898, the Trustees, for the second time within the decade, were under the necessity of selecting a principal for the school. This time they made a choice from within the school ranks, and in April they announced that Miss Emily Adams Means had accepted the office and would assume the duties at the close of the school year in June.

Miss Means came to the school with the advantage of having had a long and intimate acquaintance with it. Since early childhood she had lived in Andover and she was graduated from the school in the class of 1869. After several years of travel and study with various well-known European and American artists she came back to live in Andover and she had charge of the department of Art in the school from 1877 to 1892. The last one of these years she spent in residence at Draper Hall and taught not only Art, but several of the studies of the Academic Seniors. From 1892 to 1898 she lived either in Summit, New Jersey, or in New York City with her brother and spent much time in writing and also in teaching Art at The Kent Place School in Summit.

For several years, 1890-1898, Miss Means was the very active President of the Abbot Academy Alumnae Association and this office was resigned

only when she became principal of the school. One condition which influenced Miss Means to accept the principalship was the fact that Miss McKeen was such a near neighbor to the school. The death of Miss McKeen in May, 1898, was a great sorrow to Miss Means and she began her work in June with a keen sense of having lost her most valued adviser, and the one of all her friends who could most intelligently understand her difficulties.

In accepting the office and work of principal Miss Means had already urged upon the Trustees the need of carrying on with greater vigor the work of obtaining a new school building. It was now an opportune moment to emphasize the idea of collecting funds from alumnæ to erect a recitation hall as a memorial to the two McKeen sisters. The story of this work is given in detail in another chapter of this book and here we simply record the fact that Miss Means took advantage of the moment to carry on to success the work which had been so well started under Miss Watson. However, five long years were needed to complete the work of securing the funds and preparing the plans for the McKeen Memorial Hall. The corner stone was laid in June, 1903. The hall was dedicated in June, 1904, and first used in September of that year.

In the history of institutions it frequently is true that after a long period of little change in the outward appearance there comes a time when much building and physical expansion are crowded into a few years. During Miss McKeen's thirty-three years of service there was no building until the very end of her connection with the school and then came

the erection of Draper Hall. But Miss Means in her short thirteen years as principal carried on with great vigor and rapidity the work of building begun by Miss McKeen. Not only was she influential in the erection of McKeen Memorial and Davis Hall, but old Abbot Hall was made over into an excellent science building, the John-Esther Art Gallery was built, many improvements were made in the interior and in the furnishings of Draper Hall and, before she left, the plans were well advanced for the new laundry building, which was also to be the center for the distribution of heat and light. This brief statement makes it clear that the Abbot Academy which Miss Means left in 1911 was very different in outward appearance from the school which she took in charge in 1898. Throughout all these changes it is easy to trace Miss Means's strong characteristics of thrift and economy and her love of dignified fitness and simplicity joined with an excellent artistic sense.

But we cannot lose sight of the fact that this work made a radical change in her habits of life and that it meant great self-sacrifice and real devotion to Abbot Academy. Her life always had been a very orderly one, but it is one thing to decide upon and regulate that order according to the tastes of the person herself, and a very different matter to have the daily regulation imposed upon one by the needs of a family of a hundred or more young people whose lives must be cared for and planned for in many details for weeks and months of the year. The pleasures of painting and the teaching of Art had to be given up; the time to enjoy the reading of many new

books was no longer at command; even the time to go out to seek and enjoy old friends was seldom to be found. But having accepted the work Miss Means gave herself without reserve to the direction of the affairs of the school.

Before taking up the leadership of the school Miss Means's work had been that of an artist and a writer — work which had been carried on with great independence of life in the seclusion of home. She seems not to have had the formal training or experience which we think of as necessary for the conduct of such a school as Abbot Academy but it soon became evident that the creative power, the discriminating taste, and the disciplinary training of the artist are qualities which are to be relied upon to produce desired results in other kinds of work; in short, that the training in correct seeing, honest thinking, and logical reasoning will serve in all kinds of creative work. This seems to be the explanation of the fact that one who apparently had lived her life with great freedom of action and of pursuit should be able at once to adapt herself to the daily routine and even drudgery of the principal's work and not only to carry it on successfully as to routine, but also to infuse into it real life and often novelty of action.

It is true, as we have said, that she had no technical preparation for the work; but she brought to it a finely trained mind, a rather wide experience of the world through travel and study, a splendid background of family traditions and training, a quick sympathy and interest in the individual, a strong sense of justice, and an absolute fearlessness for the



right as she saw it. She had keen insight, quick humor, and a sensitive feeling for all that is beautiful in life. She had a wonderful capacity for friendship; and over and over again girls, years after leaving school, came back to her for counsel in their gravest perplexities, for comfort in their deepest sorrows and to share with her their highest joys.

She came back to the school for this last period of her work in it in the prime of womanhood. We who knew her then need no visible portrait to keep her fresh and vivid in memory, but we greatly regret that there is nothing to give the girls of 1929 a picture of her as she was in 1898. She was never beautiful, but there was a regal quality that made every one admire and also stand in awe of her; there was also a very human quality of sympathy and interest that made many of us love her ardently. When she was at work she always dressed in a simple, even austere fashion, but in the evening she often appeared in a costume of soft, pale colors and graceful, flowing lines. She loved bright colors, too, and sometimes wore them, but always she gave us the feeling that a queen was in our midst.

She loved good literature and owned a rather large and quite choice library, every book in which seemed to be a familiar and well-read friend. She had a fine knowledge not only of English but also of French, German, and Italian literatures, reading with ease all these languages.

Her knowledge of music was extraordinary for one who had never played any instrument outside the seclusion of home. Evidently a naturally fine ear and excellent musical memory had been well

trained in youth, and she was one who seemed never to forget what once had been learned.

The seniors who came under her instruction knew that she was a teacher who exacted the very best work they were capable of doing although some of them may have felt at times that she was pushing them on towards a standard impossible to reach. But doubtless all of those girls would be ready now to testify that power to accomplish was thus developed in them. Her standards were the highest and no one can work for such a person without often feeling the pressure intensely, but it was that pressure which brought many girls out into finer womanhood and fitted them for a larger life.

She was a powerful and inspiring leader and she expected from others faithful attendance to duties. She had the keenness of sight which enabled her to detect latent ability, and her exactions from her Faculty, together with her confidence in them, many times developed power in them. It may be true that the process was sometimes accompanied by pain, but is not pain often the accompaniment of growth?

She had a strong sense of the accountability of a steward. She felt the responsibility for the physical, mental and moral well-being of the girls under her care. She also believed that she was responsible for the right use and the care of every possession of the institution. The bricks and mortar, the wood and stones, and the furnishings of the buildings, the grass and the shrubs, the trees and the woods were all and every one, properties that she must care for and teach every one else to care for, and scathing was the



rebuke given for any carelessness or abuse in the use of school property.

Her year was made up of two very distinct parts and in these parts she lived two very different lives. From the last of August until early in the following July she lived at Abbot Academy, seldom going away from the school grounds, living a life most devoted to the school. Soon after taking the principalship she bought a very beautiful island off the Maine coast near Christmas Cove, and there, with a devoted friend, she spent her very short summer. Those of her pupils who have had the good fortune to go to see her there on that lovely island know that the freedom and beauty of the spot revealed her as did no other place. The freedom, the beauty and the isolation of those few weeks in the summer seemed to give her the vigor of body and the inspiration of soul which she needed for the arduous work of the rest of the year.

Leave of absence was granted her for the year 1909-10 and from November, 1909, until the next summer Miss Means traveled in leisurely fashion in Europe, spending many weeks in Italy, Sicily, and Egypt. In September, 1910, she came back to the school apparently much refreshed, but by mid-winter she had decided to give up the work. It was April before she succeeded in making Dr. Merriman and the other Trustees believe that her decision was irrevocable. The Trustees found the ten weeks of the spring term too short a period in which to secure her successor, so that there followed an interregnum of a year between the going of Miss Means and the coming of Miss Bailey.

After a long summer at her island home, the year 1911-12 was again spent in travel. When she returned to New England, she settled down for the winter months on Bay State Road, Boston, with her cousin Mrs. Merriman, and from there she made occasional brief visits to the school, always bringing back to it a fresh and genuine interest in all its affairs. When the trustees were raising the money to complete the fund necessary for building and furnishing the Infirmary, Miss Means gave much time and effort to the work.

Probably the greatest and most absorbing pleasure of her life for several years, beginning before she left Abbot, was the planning and building of her permanent home on the island. When first she bought Ladybirch Island she had built on its inner side a tiny bungalow, most comfortable and most attractive as a temporary home, but from the first she looked forward to the building of a real house, a permanent home on the ocean side of the island. The greatest care was given to the preparation of the site; a sea wall was built to make certain that the foundations would be secure and that the house, which was to be placed on the very edge of the cliffs, would be able to withstand the pounding of the waves of the winter storms. Although she had the help of an architect, yet literally every plan was made and every stone was placed under the careful supervision of Miss Means. The fireplace and the woodwork of the mantel in the dining-room were from the old home in Andover — the Old Manse of the South Church. The strong front door was made of solid, broad oak planks sawed from the trunk of

one of the sturdy oak trees on the island; the terrace running the length of the south side of the house was made of tapestry brick, and one of her Andover friends has a vivid picture in his memory of finding Miss Means seated on this unfinished terrace in the midst of a pile of bricks from which she was selecting each brick, with careful consideration of its color and texture, for the place into which it was to be fitted by the workman to whom she gave it. She increased the natural beauty of the island by the planting of wild flowers in appropriate nooks and by making comfortable resting places at just the spot where one could enjoy the finest view of ocean or cliff or rocky island or mainland. And always the beautiful trees were individuals to her, for every one of which she had an individual care.

Two of her strongest qualities which are in marked contrast to each other, are brought out in this building of her home; her artistic sense which was always calling for indulgence, and her New England thrift. She intended to have her home satisfy her artistic nature, but she also planned to build it from her income and not to allow herself to draw from her principal. Both traits tended to prolong the process for several years but her near friends realize that her pleasure was also prolonged, for the act of creation always gives pleasure to the artist. The house was finally completed and her household treasures were fitted into it and a few years were left to her to enjoy it.

She had never found it an easy thing to play the part of hostess in the big family at school with every hour so full of work and care, but seldom does one

see a more charming, delightful hostess than she was in her beautiful island home. No service which might be performed for a guest was too much for her to do herself, but it gave one a strange sensation to have Miss Means take the oars of her boat and row her guests across the tidal river which separated the island from the mainland. Walking up the wooded slope by a winding path, one came to the beautiful, dignified villa set among noble trees upon a high cliff upon the ocean side of the island. Here was her real home, her castle, and in it more truly than anywhere else she seemed the well-rounded and more nearly perfect woman.

But only a short decade of life was left to her after leaving the school. In June, 1922, she died, in Cambridge, after an illness from which she seemed for a time to be recovering. She was buried in the family lot in the South Church Cemetery in Andover. In November of 1922, a service was held in Davis Hall in loving memory of her life and work.

Miss Means is one of the pilots to whom the school owes a great debt of gratitude for the years of unselfish and inspiring life which she lived in it. But more even than for what she accomplished we are grateful for what she was. She believed that grace and charm in woman should be accompanied by dignity of bearing; that justice should be the rule of judgment but that it should be tempered with mercy; that severity of dealing should often be followed by infinite patience and gentleness. Her exquisitely refined taste in art, music, and literature extended to manners and morals. Her love of beauty developed in others a greater power to see it, to value it, to enjoy it, and to strive for it.

Devout both by nature and by training, she was a strong leader in the religious life of the school. Beneath a natural reserve of manner which often concealed her genuine interest in the individual, there was a deep and abiding interest in all who came under her care and a real affection which lasted throughout her life.



## CHAPTER V

### MISS MERRILL

MARIA STOCKBRIDGE MERRILL had charge of the French department of Abbot Academy for twenty-nine years. She came to this work in September, 1878, when only twenty-one years old, having spent most of her short life in a small country town in Maine. After being graduated from the high school at Brunswick, Maine, she went directly to study in Paris and Germany for two years without the systematic training and broadening influence that comes, supposedly, from college life. After a year's work at Abbot, Miss McKeen asked her to be not only head of the French department, but also of Davis Hall, the house in which at that time the students of French lived, saying that her one disqualification for the work, namely her extreme youth, would gradually but surely disappear! There are many of Miss Merrill's pupils scattered over this wide country who would gladly testify to the fineness of quality of her teaching of the French language and literature. There was a sparkle and a sense of life in her classes that made her pupils willing to undergo the drudgery of the drill inevitable in laying the foundations of a foreign language. Even while this enduring foundation was being laid there was developed in many a sense of the beauty and the perfection of the language as a medium of expression, and a love for French literature was aroused, together with the



ability to appreciate its simplicity, its beauty, and its satisfying quality.

Her influence as a teacher of French classics was but a small part of the effect of her life upon those who were her daily companions here. The keenness and vigor of her intellectual life, the quality of her literary and artistic taste, the strength and depth of her religious life, elevated the circle of which she was a part; the quickness and brightness of her humor often helped to straighten out the difficulties that inevitably come in the daily life of a large family. She had the so-called "New England conscience," but she could be guided by it without making all around her uncomfortable. The quality that has most often been spoken of as making a strong impression upon the girls under her care was her faith and interest in them.

At the time of the dedication of the Memorial Gates an alumna of many years ago said: "Be sure to tell the girls how dearly we all loved her. I have never seen any one who inspired so much love as did Miss Merrill." She had the remarkable gift of making the daily life of the school family conform to the necessary school regulations and yet giving a sense of liberty and of unity. No one knew better than she the absolute necessity for law and order in all the small details of daily life, but she was never afraid to give or take any freedom which would not interfere with the well-being of the school life.

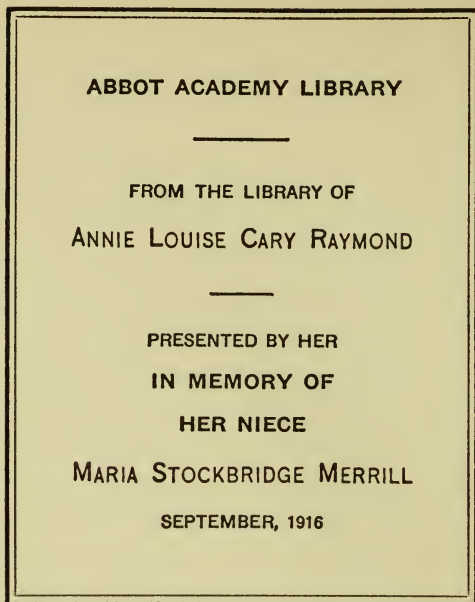
The variety of her interests, her love of language and of poetry and her ability to read it aloud most delightfully, her keen love of sports which made her always read the sporting page of the daily paper,

years before girls were supposed to take any active part in the more strenuous out-of-door games — that love which later made her go out daily on the athletic field to watch and encourage the girls in school games — in short, the fact that she never lived in a rut made her a refreshing and invigorating member of the faculty.

In 1907, the death of Dr. John M. Harlow of Woburn, husband of Frances Kimball Harlow, led Miss Merrill to resign her position at Abbot Academy, and she spent the remaining six years of Mrs. Harlow's life as her close companion. After Mrs. Harlow's death in 1913, Miss Merrill had two happy years with her father and sister in the family home at Portland, Maine, a home which she dearly loved, but in which she had spent very little time in the more than thirty years of her connection with Andover and Woburn. Portland people very quickly discovered her rare qualities, and she had a busy two years of church and club and social work. A sudden, sharp attack of pneumonia ended this happy, vigorous, and rare life in March, 1916.

The library of Abbot Academy has been enriched by two gifts in her memory. The first to be received was a fine set of the complete works of Honoré de Balzac. It is the "Édition Définitif" of twenty-five volumes published by Michel Lévy Frères, in 1875, very beautifully bound in mottled leather with brown leather backs.

In place of the usual library card on the inner page of the cover, two friends were permitted to substitute the inscription on page 40.



This set of books thus commemorates not only the memory of Miss Merrill, but also of her devoted aunt. The second gift is the complete French and German library owned by Miss Merrill, the working library of a teacher who loved books and also good bindings. In each one of these books the same two friends were allowed to insert the inscription on the opposite page.

The erection of the Merrill Memorial Gates and their dedication in June, 1921, is fully told in the little booklet published by the Trustees and on file in the Library. It is not necessary to repeat the story here, but I wish to quote the inscription tablets on the gateposts as a fitting end to this brief account of the life of Miss Merrill at Abbot Academy.

ABBOT ACADEMY LIBRARY

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FROM THE LIBRARY OF

MARIA STOCKBRIDGE MERRILL

TEACHER OF FRENCH  
IN ABBOT ACADEMY  
1878-1907

---

PRESENTED BY

SARAH JOY MERRILL

IN FULFILLMENT OF  
HER SISTER'S WISHES  
OCTOBER, 1917

On the left-hand post as one approaches the school grounds the following inscription occurs, while on the right-hand post is the message to all the girls of Abbot Academy:

TO  
MARIA  
STOCKBRIDGE  
MERRILL  
TEACHER IN  
ABBOT ACADEMY  
1878-1907  
IN LOVE  
AND GRATITUDE

ENTER  
INTO  
UNDERSTANDING  
THAT YOU MAY  
GO FORTH  
TO  
NOBLER LIVING

The final words of this sketch shall be from the girls themselves, as they were written for the "Courant" of June, 1921:

"Miss Merrill was typical of the best in New England. Compact of virtue as of body, her intellect was keen, her spirit unfailing and her will for righteousness unyielding. Severity in her was tempered by a generous sympathy, life was lightened by humour, and difficulties never met with a more undaunted resolution. Her religious nature was full and deep, and fed by constant study and prayer. Nothing which she read or heard was lost. She was quick to bring to daily conversation everything which she came across and to add by anecdote and fun to its variety and cheerfulness. Her love for poetry was unusual and her reading of it wide. The school has met with a great loss, but let us hope that those whom she trained will come forward with the same devotion and confidence in its future and mission which she showed, and so shall her works follow her."

EMILY A. MEANS

"Miss Merrill was to me an 'ideal friend.' My acquaintance with her began in the fall of 1882 when I became a member of her family in old French Hall. There began then one of those rare friendships between teacher and scholar that means so much to a young girl.

"As I look back over the years, I realize how much I owe to her wise guidance at that time, and how her love and interest influenced my religious life and character to a marked degree. Through all



these thirty-four years since, our mutual love and friendship has deepened and broadened, and though our paths were often widely separated, whenever they did cross, we met as if there had been no break.

"She had a wonderful hold on the lives of her 'girls' and, with her death, they and Abbot and the world, have lost a rare friend."

PAULINE WHITTLESEY PATTON, '82

"If I had to choose one of the crowding memories of Miss Merrill, it would perhaps be that of the little French literature class of 1892. Old Number Six was a somewhat gloomy room, but the moment she entered, it seemed full of energy and light. How her eyes shone with enthusiasm over fine passages, or with mischief as she proposed some new and startling idea, and waited to hear what we would say! How courteous she was to the crude opinions of eighteen, always disagreeing as with equals! Her classes were full of surprises, for she could never be confined to textbooks or schedules. She wanted to linger over appealing subjects, and make countless cross-lights of interest play about them — lights which have shone on many things in after-life.

"Under all this freedom was a solid substructure of hard work, for Miss Merrill frankly appealed to our utmost, and had little patience with indifference. Following her was often like a hunt over open country to an inexperienced rider, but she somehow inspired us with zest for the adventure. She not only loved, but believed in us, and the passing years have shown more and more clearly what a constant and understanding friend she was."

MARY A. THOMPSON, '93



"One element in the thoroughly wholesome touch of Miss Merrill's life upon those associated with her, either as pupils or as fellow-workers, lay in her keen and kindly sense of humour. I have a vivid recollection of one conference in which many positive and differing views had been expressed and the tension had increased till open rupture or lasting ill-will seemed close at hand, when just the right spark of drollery came from Miss Merrill and the atmosphere cleared as if by magic. That was but one of many instances. Often possible soreness and resentment, which spring up so readily, especially in young hearts meeting sharp opposition, melted because of the warm, sunny heart back of the keen word.

"Miss Merrill's sense of duty never impelled her to habitual concealment of her own individuality, neither did it permit her to remain neutral or indifferent to any life which touched hers. Perhaps it was in part her spontaneous and genuine enjoyment of human nature, in its merry aspect as well as its serious ones, that made her so vital a force in the lives of her pupils during their school days and, later, in their wide-world days of memory and of striving. To have become a part of the ideals and the daily life of the hundreds who today are carrying something of her spirit with them is to have accomplished a great work. Her monument is in their deep and loving gratitude."

JANE L. GREELEY, '84

"No 'old girl' who was a member of Miss Merrill's happy family at Smith Hall in the early nineties could have heard news of her sudden death

without the sense of a great personal loss, and the feeling that the world is a poorer and sadder place because her radiant spirit has passed on its way. A chain of vivid memories carries me back to the small school world where Miss Merrill played so important a part that her smile or frown made or marred the day for each one of us, and where we unconsciously learned from her, day by day, by precept and example, the principles and ideals which have since stood us in such good stead in the larger world.

“‘House Mother’ was an unknown term in my school days, but we needed a name that would express the tender relation between Miss Merrill and her almost too devoted family of girls, and I, for one, shall always think of her as ‘Mütterchen,’ just as when we gathered around her on Sunday evening to hear her sing or read aloud, when we visited in her friendly sitting-room, or walked with her to and from recitations, or struggled for pride of place next to her at the cheerful dining-table. It was Abbot Academy French, as I had the satisfaction of writing Miss Merrill at the time, that took a party of four young women — two of them college graduates, but speechless in a foreign tongue — comfortably through the adventures of a first trip to Europe, years ago, and it has been dear Miss Merrill’s influence — so infinitely more important than all her faithful French lessons — that has helped, and is still helping to take all her ‘old girls’ through the ups and downs of the Great Adventure, Life, which she herself faced so triumphantly.”

ANNA TUCKER NETTLETON, '93

## CHAPTER VI

### FRAÜLEIN SCHIEFFERDECKER

MISS McKEEN remarks in her first volume that, in modern language, French has always been the constant quantity, and the same thing can be said at the present day. During the early years of the school the effort was made from time to time to give opportunity for the study of German and even of Italian and Spanish, but not until the last quarter of the nineteenth century did German seem to gain a firm foundation in number of pupils. In 1871-72, the catalogue lists the names of ten pupils in German, and from that date the number, though varying, gradually increased, until for several decades the French and German departments were of nearly the same size. The work was evidently managed for several years in much the same way as was the French. A well-trained American teacher was in residence and a native German aided one or more days in the week. In 1886, Miss McKeen secured a young German woman to live in the school and take entire charge of the work. For two years, Frl. Adelheid Bodemeyer was an able and delightful member of the Abbot faculty. When she left to marry James Howard, the son of Gen. O. O. Howard, her place was taken by Frl. Victoria Heitmüller, who came over from Germany expressly to teach in Abbot Academy. But she remained here only one year, and then she, too, married a young American,

Winthrop E. Stone, who later became president of a western university. In the fall of 1889, for the third time, Miss McKeen imported a German teacher, Frl. Natalie Schiefferdecker from Königsberg. From that time until 1910 Miss Schiefferdecker was not only a strong teacher of German, but she was a power in the daily life of Abbot Academy. In 1910, she responded to the urge from within which she had long felt, the desire to go back to her native country, and there she is still living (1929) at Schloss Pretzsch, Pretzsch an-der-Elbe, Provinz Sachsen. Miss Schiefferdecker came to the school after a wide experience in teaching and travel, having taught for several years in Cairo, Egypt, and in England, as well as in Germany. During her twenty-one years of teaching at Abbot Academy, the first-floor wing of Draper Hall was a real "German Hall," although the department was too large to be wholly housed on that corridor. Under Miss Schiefferdecker's teaching, German was a very popular subject, and she developed not only a classroom knowledge, but ease and freedom in the social use of the language. German plays, German picnics, frequent corridor parties, attendance at a German church in Lawrence, and frequent visits to a German theater in Boston gave many opportunities to hear and speak the language.

During the last year or two of Miss Schiefferdecker's life here, there were young German professors living and working at Phillips Academy and they entered into a very friendly companionship with the German department of Abbot Academy. Girls of 1909 and 1910 will remember the pleasant

social times which they had the chance to enjoy and which were a distinct advantage to their German speaking. Herr Hellmuth and Herr Doctor Steitz were often guests at dinner with Miss Schieffer-decker, and it was always the great pride of the girls at her table that German should be the only language spoken. After dinner they would enjoy German games and songs together, and, since the rest of us were allowed to listen and laugh with them, the whole family felt itself to be experiencing a real German home atmosphere.

Miss Schiefferdecker was thoroughly German in work and in play, but she was greatly interested in everything that was characteristic of America. She attended football and baseball games at Phillips Academy because she wanted to see them, but even these exhibitions of American athletics did not satisfy her, and nothing would do but she must go to the biggest thing of its kind to be seen, a Harvard-Yale or a Harvard-Dartmouth game. In some way she secured tickets for herself and a companion and Miss Merrill went with her. She returned from the game full of enthusiasm and satisfaction that she had seen the big event and the big Stadium. Her vacations were usually spent in "seeing America" and every sight was thoroughly and profitably enjoyed.

Her social nature helped much in making her well known in Andover, and she formed many strong friendships here. The girls of 1903 will remember a delightful entertainment given by the German department of Phillips Academy, under Mr. Walter Newton, and that of Abbot Academy, under Miss



Schiefferdecker, at which a glimpse of German peasant life was presented, together with the songs they have loved and sung for many years. The history of these folk songs was given by Mr. Newton, and then many of them were sung by some twenty of the boys and girls in German peasant costume. In April of that same year, 1903, the Abbot seniors gave a translation from the German, made by Miss Schiefferdecker, "A Wedding Trip," as their Senior Play. Many are the memories of her students of wonderful good times under her guidance, and great was the regret when she announced her decision to return permanently to her native country in 1910. Long and interesting letters came from her regularly to many friends, even after the beginning of the World War, but after a time they ceased and for quite a while we did not know even whether she was living. In the last few years, however, intercourse with her has been resumed to a certain extent.



## CHAPTER VII

### ABBOT GIRLS AS ABBOT TEACHERS

#### LATIN: MISS GREELEY

FROM the very beginning of its history Abbot Academy has had great reverence for the study of Latin and has insisted that every student should have at least an introduction to Latin literature. As far back as 1836 there were students reading not only Cæsar's Commentaries, Cicero's Orations and Vergil's *Æneid*, but also Pliny's Letters and Sallust. Later, for many years there were classes studying Cicero's Essays, Livy, and the Odes, Epistles, and Satires of Horace. The changes dating from 1892 which can be traced in all the foreign language courses show very significantly the effect of the emphasis necessarily laid upon the college preparatory work; an emphasis caused by the rapid growth of women's colleges. Up to the last decade of the nineteenth century there were always girls choosing to prolong their work in Latin from the love of the pursuit. The traditions of Miss Phebe as a Latin teacher have come down through the years and we know that her keen mind, her quick wit and charming humor, her fine literary taste and her genuine love for the old Roman, his language and his literature, made a lasting impression upon the girls whom she taught. But we also know that many of the teachers following Miss Phebe had a power of their own in the teaching of Latin.

Miss McKeen had the gift of seeing the strong qualities of her students and of seizing upon them a few years after graduation and bringing them back to serve the school. Exercising this gift in 1886 she invited to return as teacher of Latin one who had shown as a student great versatility and teaching ability, JANE LINCOLN GREELEY, president of the class of 1884. As a member of the Faculty Miss Greeley not only had full charge of the work in Latin but she continued to give the gymnastic drill which she had carried on as a pupil-teacher in her Senior year, and she also gave some assistance to Mr. Downs in music. But Latin was her foremost interest and she made the study of this subject a pursuit long remembered by her pupils as something greatly enjoyed. At that time there were girls reading Livy and Horace as well as Ovid and Vergil because they wished to do it, and not because the reading was prescribed by any college for admission to its doors. The atmosphere of a class reading Cicero's Letters or the Odes of Horace from their own choice was very delightful and those advanced classes with Miss Greeley responded with enthusiasm to her scholarly teaching.

But Jane Greeley is remembered by Abbot Girls not simply as a delightful teacher, but also as a member of the household with whom everybody enjoyed living and as one who relieved the routine life from monotony. The qualities which made her so successful in school life have been important factors in the success of the professional life which she entered upon after a few years of teaching.

In June, 1893, Miss Greeley gave up teaching to

enter the Woman's Medical College of the New York Infirmary for Women and Children, and from this college she was graduated in May, 1897, having earned the highest honors throughout her course. After serving as an Interne at a hospital she entered upon the general practice of medicine in Jamestown, New York, in the autumn of 1898. There she quickly built up a successful practice and there she is still at work.

ENGLISH: MISS INGALLS; MISS MARY E. BANCROFT

In English Literature as well as in Latin the tradition of Miss Phebe's work — the tradition of the inspiration and the accuracy, the taste and the brilliancy of her teaching — has lasted for many years. The work of the English teachers who followed Miss Phebe between 1880 and 1890 has been treated by Miss McKeen.

EDITH ELIZA INGALLS, a brilliant member of the class of 1882, was asked by Miss McKeen in 1890 to join the Faculty and during the next eight years she taught Literature and the History of Art in Abbot Academy. Under Miss Ingalls the literature courses were enlarged to include work in Anglo-Saxon, Middle English and Chaucer accompanied by lectures in the History of the English Language, the Study of Epic Poetry with lectures on the Greek Drama and the literature of the Italian Renaissance, and the work of the Senior year ended with the study of Poetry of the Nineteenth Century.

Miss Ingalls's courses were followed with great enthusiasm by her students, and by reason of her own painstaking research and her untiring energy,

she not only aroused in her pupils the desire to know, but she also instilled into them a real love of work as work. Without doubt it is true that she was an exacting teacher, that she demanded the utmost possible for a girl to give to her work, but with the exactions went a contagious enthusiasm and an abiding interest which many of her students carried on into mature life and have never lost. To many was given the power of knowing within themselves a permanent source of happiness.

It was Miss Ingalls's vivid imagination and inspiring guidance which helped the Seniors of 1894 to present those memorable "Scenes from Kenilworth" in their "Abbot Benefit" given to raise money for the McKeen Building Fund, and many another time did Miss Ingalls play an important part in the work which the girls presented in public.

In 1898 there came to her the invitation to a very desirable position in Miss Emerson's School in Boston, and, lured by the advantages of the Library and the Art Museum she accepted it. After some years in Boston Miss Ingalls went to the Ogontz School in Pennsylvania, where she is now teaching (1929).

From 1898 to 1908 the English department became even more sharply defined, especially with reference to the first three years of work. In 1908 this part of the work was taken up by MARY ETHEL BANCROFT, a graduate from Abbot in the College Preparatory class of 1900 and from Smith College in 1904. She had spent four years (1904-08) teaching English in the High School at New Haven, Connecticut, and came back to her home town well



equipped in experience to teach in her home school. She is now in charge of the first three years of English work and is the only Abbot Alumna upon the Faculty. Since the death of Miss Agnes Park in 1922, Miss Bancroft has been serving as Secretary of the Alumnae Association.

GREEK — SCIENCE: MISS HAMLIN; MISS HALL

Greek was studied in the very early years of the school but the number of students at any one time has always been small. The early catalogues give but meager information in the matter, even as to the member of the Faculty teaching the subject. The teaching evidently fell to that member of the Faculty best qualified to do it and there seems always to have been a teacher whenever there was a student to be taught.

ALICE JULIA HAMLIN, president of the class of 1887, was invited in 1889 to return to her Alma Mater to teach both Greek and Science. In her student days the brilliant mind and fine scholarship of Miss Hamlin had made a strong impression upon all who knew her and the same characteristics were recognized in her teaching of Greek, Chemistry, Physics, and Biology, a list of subjects that would tax heavily the powers of a person of much experience. But this young girl carried on the work with scholarly skill and youthful enthusiasm. In 1892, she returned to Wellesley College to complete the course and she received a degree in June, 1893. Again she came back to the work at Abbot Academy for the year 1893-94 and then, having won a fellowship at Cornell University, she went there to do

advanced work in Psychology. In 1896-97 she was on the Faculty of Mount Holyoke College in the department of Psychology.

In 1897 she married Dr. Edgar L. Hinman, a professor in the University of Nebraska, and she went to Lincoln where is still her home. Her life in Lincoln has been characterized by great activity in scholarly and educational lines. She has taught Psychology at the University for a few years and has been influential in educational work connected with the public schools as well as with the University. The same stimulating effect of contact with her mind has been felt in the life of the city as was felt here at school during her student and her teaching days.

The last name scheduled in the catalogue as teacher of Greek is that of an Abbot graduate, DELIGHT WALKLY HALL, who has the distinction of having received at graduation from Abbot Academy in 1901, both the Academic diploma and the Certificate for completing the college preparatory course. Miss Hall continued her studies at Mount Holyoke College and later took the degree of B.A. at Radcliffe College. From 1906 to 1913 her name was on the Faculty list as teacher of Greek and in 1909-10 she also had charge of most of the work in Mathematics. Since 1913 much of her time has been spent teaching in a private school in Boston.

#### HISTORY: MISS CHADBOURNE; MISS FRANCES BANCROFT

From the beginning of the school, History has been an important subject of the curriculum, even though for many years there was no well-defined



department of History under the care of one person, the history of different periods or nations being taught by different individuals.

ELIZABETH M. CHADBOURNE (1878) has twice served upon the Faculty, once for a year not long after her graduation and then again from 1892 to 1895. During this latter period she taught History chiefly and was the devoted helper of Miss Watson through the first three years of her difficult task in getting adjusted to her new work. Miss Chadbourne's love for her teaching, her interest in writing and her deeply religious nature all made for the good of the school, but the strain of life in such a large family was greater than she thought it wise for her to endure and in 1895 she gave up the work. Since that time she has divided her year between long seasons at her summer home in North Berwick, Maine, and winters either in New York or New Jersey and she has been very successful in the conduct of Bible Classes and in church work.

FRANCES MARSH BANCROFT (A.A. 1889, Smith, 1894) was invited in 1895 to take up the work in History — Miss Watson having followed to some extent the custom of Miss McKeen in seeking out Abbot graduates to strengthen the Abbot Faculty. Miss Bancroft took charge not only of various branches of historical work, but also of classes in Rhetoric. A special piece of work done by her was the introduction of a daily theme course which made quite a stir in the Senior Middle Class, but Miss Bancroft's own enthusiasm for writing and her skill as a teacher, to which were added charming social gifts, brought marked success to the course. But

these very gifts soon took her from Abbot Academy, and in 1900 she gave up the work to marry the Reverend William J. Long and went to Stamford, Connecticut, where is still her home on Noroton Hill.

## CHAPTER VIII

### WORKERS IN SCIENCE

IF the equipment in Science and the kind of work required of the student at the present time are contrasted with the conditions and requirements of forty years ago the advancement that has been made is seen to be amazing. A rapid survey of the changing conditions makes an interesting study. What has been accomplished has been done largely by one teacher, Miss Mason, who has been hard at work on this development since 1894.

As early as August, 1829, the records of the Trustees contain a vote to finish the basement of Abbot Hall for chemistry purposes. The only evidence that this room was ever used for chemistry is the fact that, in September, 1887, there was in it a long old chest containing a medley of test tubes and chemicals and this chest was then the only storage place for chemistry supplies!

For many years among the advantages offered in the catalogue of the school there is stated the fact; that nearness to Phillips Academy gives to students the privilege of listening to lectures and seeing experiments performed in the laboratories; but in 1879, Miss McKeen writes with her usual courtesy and also with her characteristic frankness, "It is a good thing to have good neighbors; it is still better not to be dependent upon them. Abbot Academy needs a laboratory and a philosophical room; — an increase of apparatus and an endowment which

would secure as competent a lady teacher of the natural sciences as the land will afford." In September, 1883, the "lady teacher of the natural sciences" had been secured, but the conditions under which she had to perform her work can hardly be imagined by any science teacher of the present day.

ISABELLA GRAHAM FRENCH, a Wellesley College graduate, was the pioneer in helping to establish the work in science on a firm basis in Abbot Academy. From 1884 to 1887 she taught Physics, Chemistry, Astronomy, Geology, and Botany, and perhaps other odds and ends of science as well as Algebra and Geometry, having no laboratory in which to work and teach and no storeroom in which to keep the few pieces of apparatus and the stray bottles of chemicals. But having the excellent preparation in science given at Wellesley College and also a full measure of woman's ingenuity and patience, she did fine work even under such conditions.

In 1887, Miss French went to Kalamazoo, Michigan, to become principal of Michigan Seminary and KATHERINE R. KELSEY came to Abbot Academy to take up the work in Mathematics and Science. She came fresh from a year's work as a substitute teacher in the department of Chemistry at Wellesley College, and the change from well-arranged laboratories to the chaotic condition of the science equipment here taxed her enthusiasm, her ingenuity, and her faith. Good neighbors were still to be found at Phillips Academy, and the practical assistance and the counsel of Professor Graves helped over many hard places. As the work in-

creased it became too much for one teacher, and in September, 1889, the Mathematics, Astronomy, and Geology were given over to Miss Kelsey, while the Chemistry, Physics, and Biology were undertaken by ALICE JULIA HAMLIN, who since her graduation from Abbot Academy in 1887 had been studying at Wellesley College.

During the summer of 1888, Abbot Hall was moved to its present position and this involved the addition of a basement floor in which there was fitted up in very meager fashion a small room which was dignified by the name of Laboratory for Physics and Chemistry. The "Courant" records that it was first used by the Physics class in November, 1889, and speaks with satisfaction of the advantages in having the apparatus all kept in one room and of the greater facilities for experiments. The records made by the girls themselves show a steadily growing interest in science. Visits to the Agassiz Museum in Cambridge to study the collection in Zoology and the wonderful glass flowers are described enthusiastically; an inspection of the working laboratory of an industrial chemist, Mr. Alden, chemist at the Pacific Mills in Lawrence, and an examination of the weaving, dyeing, and printing departments of these mills made a very profitable "recreation day" — as did also another visit to the experiment station at Lawrence to study the method of purification of water. The Botany class of 1892 had a rare treat — rarer perhaps than they knew — when during a visit to the Harvard Botanical Gardens they had the privilege of meeting Professor Asa Gray and of entering his library.



One of the many things done by Miss McKeen in 1892 in preparation for the coming of Miss Watson was the choosing of NELLIE M. MASON to teach Science during the absence of Miss Hamlin who went back to Wellesley College for a year to complete her course. Later, in 1894, Miss Hamlin permanently gave up the work and Miss Watson placed the Science department in charge of Miss Mason who had given special attention to Science at Wellesley and Radcliffe Colleges and was ably prepared for the laborious piece of work which lay before; that of developing the department and keeping it abreast of the times.

While due credit is given to the beginning of the work under Miss French and Miss Hamlin it is right to say that the great part of the work in developing Science has been done by Miss Mason. With the habits of the student and the passion of the lover of science for truth, and also with a genuine love for teaching, Miss Mason has carried on the work, broadening its scope, keeping it abreast of modern theory, and yet being constantly mindful of the limitations of youth. Her wide reading and quick sense for the permanently valuable in books have built up a science library well supplied with the best of modern scientific works. Last of all, but by no means least important, has been the constant feeling of dissatisfaction with present attainment and the striving for finer conditions.

The annual reports made by Miss Watson to the Trustees trace in interesting fashion the steady growth of the work during her six years. In June, 1893, she sent this message to the Trustees: "In



those departments which are provided with only meager facilities there has been a marked disposition to utilize to the utmost such provision as exists. This has been most conspicuous in the sciences of Chemistry and Zoölogy. . . . In Zoölogy an elective class for a second term's work was formed in answer to the appeal of twelve students who desired to continue the interesting work which they had begun."

During the summer of 1893 the long-felt need of more equipment for Physics and Chemistry was met by refitting the little laboratory so that it might serve better the demands of both subjects, and in 1894 Miss Watson comments thus to the Trustees: "It would be difficult to exaggerate the advantage gained for the department of Chemistry in the new laboratory. . . . Not only has the work been done under more advantageous conditions but far more and better work has been accomplished than ever before and there has been a training in true scientific methods such as was impossible when the student was hampered by the inconvenience of the old arrangement." Then with the instinct of the true leader who, while recognizing the improvement accomplished, must not be content so long as there is a need to be met, she goes on to say: "The one department now conspicuously deficient in equipment is that of Physics. A supply of new apparatus to the cost of about ninety dollars is absolutely necessary for the work which the department should be doing, and could do under its able and enthusiastic instructor."

Turning again to the "Courant," we find the

girls themselves rejoicing in the improved conditions. After describing with appreciation the improved laboratory and recounting quite vividly some of the experiences of the class, they end up with this remark: "We do not wonder that students from the classes before us are envious of our opportunities. For after careful observation the authorities have reached the conclusion that we really know more of chemical science than the old girls who had no laboratory."

In 1896, Miss Watson writes as follows: "It is interesting to send a communication to the Trustees which contains no request for expenditure upon any particular department of study, but your generosity combined with that of the Alumnae has now provided every department with a good working equipment so that with slight occasional expenditures our needs can be kept supplied."

In 1895, the "Courant" published a scientific article entitled "A Laboratory Study" written by Grace Pearson and illustrated by drawings made by Nellie Campbell, two girls from the class of 1896. Of course articles on historical and literary subjects in connection with the work of different classes were always appearing in the "Courant," but this account of the laboratory study of the lobster was the first of its kind to have the distinction of publication in the school magazine.

In 1898, Miss Means, feeling that the course of study again needed revision in order better to meet the requirements for college preparation, requested two of the Faculty, Miss Merrill and Miss Mason, to work out the necessary changes. From that time

Physics and Chemistry each ceased to be a half-year course and a full year of work in either one or the other subject was required for graduation from the Academic course.

The increase in the laboratory facilities in science made in the few years of Miss Watson's administration seemed at first a great advance over nothing at all, but soon it began to be clear that much more should be done. In a very short time even the small amount of physical apparatus outgrew the little laboratory and had to be kept in closets on the second floor and carried twice over the stairs every time it was used. Also the dust from the old furnaces in Abbot Hall interfered with the neatness and good order of the apparatus as well as of the laboratory. When the plans for McKean Hall were being studied the subject of new laboratories was earnestly discussed and finally the best settlement of the matter was made possible by the generosity of three loyal old girls whose names are now to be seen upon the tablet in Abbot Hall at the foot of the stairs by which every girl goes up to chapel at least a hundred and fifty times a year. These three generous Alumnæ made it possible to make over Abbot Hall into a science building in the summer of 1906. Two large laboratories, one for Physics and one for Chemistry, together with a store-room for supplies, were made on the second floor. On the ground floor there was made a large laboratory for Biology and another large room was fitted up for Domestic Science. All the rooms are well lighted and ventilated and large enough to serve also as lecture and recitation rooms. The connection of the building

with the central heating plant removed the greatest difficulty in the use and the storing of apparatus. Each laboratory is well equipped for its special purpose with modern laboratory furnishings, providing not only for lecture room demonstration, but also for individual work by the student.

In making this readjustment of the interior of Abbot Hall to such a very new purpose, it was a great advantage that Miss Mason could submit her plans and her wishes not simply to an architect, but directly to a Trustee of wide scientific knowledge and great practical experience, Mr. John Alden, one of the leading chemists in the country. The great interest of Mr. Alden in this matter was of incalculable benefit to the school, and the combined work of Mr. Alden and Miss Mason has given to the Science department such a setting as has made possible the working out of courses of which the school has reason to be proud.

As Astronomy was the first of the Sciences in development among the ancients so here at Abbot Academy it was the first to be provided with expensive apparatus. But while Astronomy was a popular subject there seemed to be little interest in Geology, a condition which Miss Kelsey felt was due to the fact that proper use was not being made of the geological environment of the school. In the summer of 1898, she therefore put herself under the instruction of Professor Nathaniel Shaler and Mr. J. Edmund Woodman of Harvard University in order to gain a practical knowledge of the geologic features of the region about Boston. The next class in Geology responded at once to the changed

methods of study. The glacial phenomena of Andover, the ridges and the mounds and the hills took on a new meaning to the girls; the glacial sand-plain at Ballardvale, the glacial lake basins such as Pumps Pond, the river plain, the outcropping of ancient rocks near the railroad station, were all interesting features to them. The study of the wonderful cliffs at Nahant, the broad, black Lincoln dike at Clifton with its convincing evidence of the fracture and the movement of the earth's crust, and the study of the sea beaches along the Lynn shore — all this was within the attainment of any class, and so a foundation was laid for the understanding and the enjoyment of whatever part of the earth one might travel over.



## CHAPTER IX

### OTHER TEACHERS IN THE TWENTY YEARS

LATIN: MISS FLETCHER; MISS MUNSON; MISS  
BACON; MISS LAWRENCE; MISS RUNNER

EACH one of the five teachers of Latin between 1893 and 1912 was a person who made her mark upon the school and was a teacher of distinction in her subject.

CAROLINE R. FLETCHER carried on the work for two years with vigor and with scholarly enthusiasm, but in 1895 she was called to Wellesley College to teach Freshman Latin, and there she is still at work having been made recently a full professor in the Latin department.

For the next three years, 1895 to 1898 the department was ably conducted by MAUD A. MUNSON who later became connected with a school in Sewickley, Pennsylvania.

Following Miss Munson there came in 1898, a young Smith College graduate, MABEL G. BACON, whose scholarly feeling and youthful enthusiasm gave her great power over her pupils. For five years she taught Latin with delight in the work, and she guided and trained a young Glee Club besides assisting in the life of the school in various other ways. In 1903 she resigned from the Faculty to marry Philip F. Ripley of Andover, and now she is not only a near neighbor of the school, but for several years she has been more closely connected with



it by the enrollment of her older daughter in the class of 1928 and the younger in 1930.

FANNY LOUISE LAWRENCE, a graduate of Radcliffe, taught Latin and also some Greek for the next four years, 1903-07, with the same exactness, youthful enthusiasm, and scholarly attainments as had been shown by Miss Bacon, and she reached the same satisfactory results. Her career as a teacher of Latin and Greek was given up in 1907 when she married Robert D. Reynolds of Boston.

In 1907, OLIVE G. RUNNER, from the University of Wisconsin, succeeded to the care of the Latin work, and she became a highly-valued and much-enjoyed member of the Faculty. Her scholarly demands upon her pupils and her inspiring personality in the daily life of the school have made many girls greatly indebted to her. During the year 1911-12, Miss Runner was absent from the school, traveling in Europe and also studying for a time at the Classical School in Rome, and during this period her work was carried on by RACHEL A. DOWD, a Mount Holyoke graduate. Miss Runner returned to the school in September, 1912, with increased inspiration for her work, but in 1915 she was forced to give up the position because of ill health. Her old pupils will be interested to know that at present she is living in Hartford, Connecticut, and that she has recently acquired a charming summer home in Pleasant Valley, Connecticut, in the lower hills of the continuation of the lovely Berkshire region.

GREEK: MISS HUTCHISON; MISS FRANKLIN;  
MISS TERRILL

In 1892, the Trustees wished to emphasize the College Preparatory Department by emphasizing Greek and they elected to the Faculty, KATHARINE HUTCHISON, a graduate of Monmouth College in Illinois and a former professor of Greek in Albert Lea College, Minnesota. Miss Hutchison was an able teacher of both Greek and Latin, but ill health obliged her to resign from the work in 1894. Later, she was able to continue her studies in the graduate department of Chicago University, some of her work being in Philosophy, under Professor Dewey.

Although RUTH B. FRANKLIN carried the work in Greek for one year only, 1895-96, she belongs on the honor roll for teachers by reason of the quality of her work and life in Abbot Academy. At the end of her year here it was necessary for her to return to her home and former position in Newport, Rhode Island.

For the four years, 1896-1900, Greek was taught by BERTHA M. TERRILL, a Mount Holyoke graduate, but Miss Terrill's interests soon led her in other directions of work, and in 1900 she left Abbot to carry on studies in Domestic Science and Home Economics in the School of Pedagogy at Hartford, Connecticut. She also spent one year in Chicago University where she held a fellowship and from which she received an M.A. degree. The results of original investigations carried on by Miss Terrill have been published by the United States Government, and she is also the author of a volume in "The Library of Home Economics." Since 1909 she has been Professor of Home Economics at the Univer-

sity of Vermont and is still doing very able work in that position.

ENGLISH: MISS CHICKERING; MISS HOWEY

The resignation of Miss Ingalls from the Faculty in 1898 was followed by the choice of REBEKAH MUNROE CHICKERING (Bryn Mawr), who from 1898 to 1904 conducted the work of the Senior Middle and Senior Classes in Literature and History and ably continued the traditions of the school in these departments. From 1904 to 1906, Miss Chickering was absent from the school but upon her return she took up the direction of the English work of the College Preparatory department and also the Academic Senior History. As the College Preparatory department has increased in numbers the importance of the English work and its demands upon the time and energy of the head of the department have greatly increased, but Miss Chickering's interests are varied and her influence is felt in many lines of school work and play, not forgetting debating and athletics!

During the absence of Miss Chickering from 1904 to 1906, the work which had been in her care was given into the hands of MARTHA M. HOWEY, a Smith College graduate. From 1904 to 1912 and for many years beyond that date, Miss Howey had full charge of the work in Academic Senior Middle and Senior Literature and English, and from September, 1905, she taught the Senior History of Fine Arts. In this subject she developed her own plan and published it in the form of two pamphlets. The first one was called "An Outline of the Development of

Architecture in Europe," and the second was "An Outline of the Development of Painting in Europe." In 1908, the opening of the John-Esther Art Gallery — a modern fireproof building — made it possible, aided by the income of the "McKeen Art Fund," to have occasional exhibitions of the work of modern artists which Miss Howey was efficient in arranging.

The requirement that every member of the Senior English class should plan and write a play may have been considered by some members of the class as a stern and exacting requirement, yet every girl did the work each year and many times the most successful plays caused great surprise to their authors. The two or three best plays each year were produced upon the Davis Hall stage under the supervision of their authors. Miss Howey's enthusiasm for literature and art and her love for work inspired her pupils and developed the same traits in them. Scores of Abbot Alumnæ are grateful to her for having roused in them a love for good books and an interest in the best art.

From September, 1910, to January, 1912, Miss Howey was absent from the school, part of the time in Europe studying and traveling, and her work here was carried on by EDITH E. METCALF, a Wellesley graduate. In 1922-23, Miss Howey had the interesting and enriching experience of teaching in Kobe College in Japan, after which she returned to the school for two more years of work. In 1925, she decided to try life in California and went to teach in the Katharine Branson school at Ross where she greatly enjoys having her own home.



The names which follow in connection with the work in English, History, and Greek show very clearly that time is a variable factor in estimating the value of work done in the school. Only two of these teachers served here more than two years, yet each one made her own individual, valuable contribution to the life and work of the school.

From 1899 to 1901, FLORENCE WEBSTER GAY, a graduate of Smith College and a resident of Andover, assisted in English and History and did most painstaking and valuable work in these subjects.

When Frances Bancroft left the school in 1900, her work in History and Rhetoric was undertaken by MELITA KNOWLES, of Radcliffe College, and was carried on by her with great success for five years. In 1905, Miss Knowles went to Miss Head's School in Berkeley, California. After a few years of life on the Pacific Coast, she returned to the East, teaching for a time at the Brearley School in New York and later at The Bancroft School in Worcester.

Immediately following Miss Knowles came MARY RUTTER TOWLE for one year. In June, 1906, she left to take up the study of Law, and this profession she has been following for some years.

From 1901 to 1903, the College English work as well as some Greek was in charge of ELLEN ISABEL TRYON, a Radcliffe College graduate. Miss Tryon is well remembered by her pupils of those two years, not only for her thorough and enthusiastic teaching, but also for her delightful companionship. In 1903, lured by the possibility of daily life at home in Cambridge with her parents, Miss Tryon left Abbot

to join the staff of the English High School for Girls in Boston.

ETHEL DEAN CONVERSE, also a Radcliffe graduate, took up the work of Miss Tryon and carried it on for three years (1903-06), with great satisfaction and pleasure to both students and teachers. In 1906, Miss Converse was married to Mr. William W. Rockwell, a professor and later the librarian of the Union Theological Seminary in New York.

The English work was then taken in part by MIRIAM TITCOMB, graduate of Smith College. In 1908, the school regretted greatly the loss of her vigorous teaching and her cheerful, delightful companionship. The death of her father made it necessary for her to be at home for a year, but later she became principal of The Bancroft School, a college preparatory day school in Worcester. After having developed the school most successfully she resigned in 1926, and in September, 1927, she undertook a similar work in Cincinnati where she is now building up a school after her own heart.

FRENCH: MISS PAYNE; MISS SHERMAN

Miss Merrill left Abbot Academy in June, 1907, after having taught French in it for twenty-nine years, and in September there came to take up the work a Vassar graduate, HARRIET LORD PAYNE, who remained here two years. Miss Payne had lived many years in Italy and had also spent some time in France, and her knowledge of French, German, and Italian made her a valuable teacher. She also contributed much of interest and pleasure to the life of the school. Wishing to be nearer to New York she gave up the work here in 1909.



Following Miss Payne in September, 1909, came GERTRUDE E. SHERMAN, a graduate of Mount Holyoke College who had continued her studies at the University of Berlin and at the Alliance Française in Paris and had also taught several years, and thus she brought to the school the benefits of a valuable experience. Miss Sherman had inherited from her father, Professor Frank A. Sherman, Professor of Mathematics at Dartmouth College, a real love of learning and an unusual ability for teaching. Many girls who studied French during the eight years in which it was taught by Miss Sherman will remember not only the careful training which she gave them, but also the life and enthusiasm of her teaching. She had a personality of great charm and dignity and her influence was widely felt in the school. The last two years of Miss Sherman's life here were spent in Sherman Cottage, a small house on the grounds which was opened for use in 1915 and put in charge of Miss Sherman and her mother and named for them. Loss of health made it necessary for Miss Sherman to give up the work at Abbot in 1917, and her leaving was a matter of great regret to the school. For several years she lived in Springfield and after a while she was able to teach some French classes in the High School where her work was highly valued. The news of her sudden death from pneumonia in March, 1923, brought much sorrow to all who knew her.

#### PHYSICAL EDUCATION AND ELOCUTION: MISS UTTER

This work was undertaken by SARAH S. UTTER for two years, 1910-12, after Miss Durfee left the

school. Miss Utter was a post-graduate of the New Haven Normal School of Gymnastics and had been trained in medical corrective work by Doctor Arnold of Yale University. She came to Abbot after four years of experience in teaching, full of enthusiasm for the regular work and for the out-door sports, and able to impart her enthusiasm to her pupils. Miss Utter also took charge of the elocution classes, drilled the Draper Readers and coached the plays successfully. At the end of two years she was married to Mr. Charles M. Fletcher of Canaan, Vermont, and Abbot regretted her leaving the school. Mr. Fletcher lived but a few years and in 1919, she came back for another two years, her life having been greatly enriched by experiences of joy and of sorrow and by the broader outlook given by months of service in France after the War. She is now living in California as Mrs. Miller Colby, happy in her home and in the possession of a small daughter.

## CHAPTER X

### MISS DURFEE

EVELYN FARNHAM DURFEE came to Abbot Academy in the fall of 1893 to direct the work in Elocution and in Gymnastics. She was a graduate of the Boston School of Oratory and of the Posse School of Gymnastics and hence was well prepared for the two quite different branches of work; a condition not easily fulfilled in one person in later times. Her work in Gymnastics is mentioned again in a later chapter so that here we give attention only to the Elocution work.

During the long period of the years from 1865 to 1892, the work in Elocution had been limited to one large class held in Abbot Hall once a week during the spring term, and to the private instruction given to the ten Draper Readers by the teacher, Professor Churchill. With the coming of a resident teacher it was possible to have smaller classes taught once a week throughout the year. Miss Durfee showed at once her ability to arouse an interest in this work which steadily increased during the year and culminated in the Draper Readings at Commencement time. There was also a growing interest in the producing of English plays as well as of French and German plays which had long been a part of the work of the foreign language departments. Miss Durfee had a remarkable instinct in the assignment of rôles to see the hidden power of adaptation of

each girl chosen to the part assigned, and her own dramatic ability was quite unusual. Certainly it was not due to frequent visits to the professional theater for she rarely, if ever, attended the theater during all the years she was at Abbot Academy, yet all could see that she loved it. The few occasions when she read to the school on Saturday afternoons were red-letter days for the girls, and now and then her impromptu acting on a Tuesday evening gave great pleasure to the family.

Those who saw her in a selection from Frank Stockton's "Casting Away of Mrs. Lecks and Mrs. Aleshine" have never forgotten it.

Miss Durfee's great interest in philanthropic work was another of her strong characteristics. She it was who superintended "The Scotland District Sunday School," as conducted by some of the girls for several years, and also the distribution of the Thanksgiving Dinners contributed by the girls for needy families in Andover and Ballardvale, but her many generous deeds in private were only guessed at by the family.

In 1910, she gave up her work in the school and returned to her home and the care of her mother, and has frequently in these later years been engaged in educational work in her town. She is now living a somewhat lonely life since the death of her mother and only brother, in the town of Jefferson in Maine.

## CHAPTER XI

### MISS PATTERSON

FOR fifteen years (1877-92) the work in Drawing and Painting was carried on by Miss Emily Means. In 1892, she left Andover to live in New York and New Jersey, and at the request of the Trustees she secured her successor in the work, Miss ANGELICA SCHUYLER PATTERSON, who, like Miss Means, was an artist trained in the art centers of Europe by the best modern teachers. Miss Patterson brought to the work not only technical ability and a well-trained taste, but also a rare personality which made the hours spent with her each week an opportunity for great enjoyment and advance in many more lines than that of Drawing and Painting. In the fall of 1896, Miss Patterson had leave of absence and traveled in Spain, Italy, and Sicily, and on her return she shared with the entire school the results of her journey in quest of the beautiful and picturesque by exhibiting the sketches in oil which she had made.

In the winter of 1896, Mr. Draper gave a reluctant consent to the painting of his portrait and began sittings with Miss Patterson in the studio at Draper Hall. When the portrait was finished, it was hung in the corridor beside the library door in Draper Hall and it has for many years given great pleasure to his friends.

In 1901 or 1902, Miss Patterson made an interesting portrait of Bishop Brent to be hung in the vestry



of the Church of Saint Stephen in Boston, the church from which he went to take up the work of Bishop in the Philippine Islands. She also became much interested in mural decorations and did quite a little work in this line, taking for subjects angels as types of great attributes.

During the fall of 1904, Miss Patterson suddenly decided to travel again and planned "to paint her way" around the world. In January, 1905, she started towards India, and the story of her experiences that year is most interesting. One tale that is recalled is this: on shipboard she formed the acquaintance of a dignitary from Ceylon and, as a result of the pleasant friendship which was developed, she agreed to stop for a month at his palace on the island in order to paint the portrait of his mother-in-law. This work gave her a wonderful opportunity to become acquainted with native high life on this island and she witnessed some of their customs and ceremonies which are rarely seen by the traveler.

In recent years Miss Patterson has been teaching at Dana Hall and living in her own home in Wellesley.

## CHAPTER XII

### PROFESSOR DOWNS

FOR many years the history of the department of music was the story of the life and work of Mr. Downs, who came to the school in September, 1860, and was the soul and body of the work in music for forty-seven years until his resignation in June, 1907. The history of his work is a most remarkable one. When he came Miss McKeen had lived here but two of her thirty-three years as principal, and together for thirty-one years they worked in perfect harmony, having the same desire to bring to Andover and the school the best music of the country and to develop in Abbot girls the power to appreciate it and the taste to love it. The six years of work with Miss Watson and the ten years with Miss Means had the same characteristics.

The amount of work accomplished by Mr. Downs seems extraordinary. The first catalogue of the school in which the number of pupils in music is given is that of 1862-63 and in this the names of eighteen pupils in instrumental music are recorded. The next year there were forty-two studying piano and two taking vocal lessons. In 1867, the total number studying music was seventy-one. From year to year the number varied somewhat, but it was evident that the department was on a firm basis before the end of the first decade of Mr. Downs's work.

The catalogue of 1884 contains the first mention of pupils in Harmony, four being recorded, with nine in vocal music and twenty-four in piano. In 1889, there was a class of sixteen in Harmony. In 1892 occurs the first record of a violin pupil even though no violin teacher's name appears on the faculty list. In 1893-94, there was a total enrollment in the school of one hundred and forty pupils, out of which number there were twelve studying vocal music, forty-two taking piano lessons, four studying violin and eight in the harmony class. The catalogue of 1892-93 for the first time lists the name of a violin teacher, Miss Jennie B. Ladd, later known as Mrs. Parmelee. In 1897-98 occurs the first recorded name of a pupil on the organ. In 1902-03, Mrs. Parmelee after ten years of very acceptable work resigned and her place was taken by S. Edwin Chase, who was listed as teacher of violin, mandolin, and guitar, until 1913.

In 1907, after Mr. Downs had resigned the work, it was found necessary to give it in charge of two teachers, Professor Joseph N. Ashton taking the direction of the department, and teaching piano, organ, and harmony, while Mrs. Alice Wentworth MacGregor taught the vocal pupils. This brief outline of bare facts gives to the thoughtful person a feeling of amazement that one person could carry on the amount of work done by Mr. Downs and yet always seem full of fire and enthusiasm. And it should also be noted that most of this time, from 1869 to 1908, he was doing similar work at Bradford Academy.

Mr. Downs was a teacher, a performer, and a

composer of music. Of his power as a teacher you may ask testimony from a thousand pupils and receive the same word of heartfelt gratitude and appreciation in answer. Ask the town of Andover, and the "Townsmen" gives the following answer in its issue of February 4, 1910: "Mr. Downs had been more than any other one citizen in town, a leader for many years in the musical life of Andover. His recitals gave pleasure not alone to the students of the institution where he was for so long a time a teacher, but to hundreds of other music lovers. But for his influence Andover could never have enjoyed the many masters that have come here to play and sing; but for his enthusiastic interest many forms of entertainment in the last twenty years would have lacked the essential that changed them from the ordinary performance to a genuine treat."

One of the evidences of Mr. Downs's power was his ability to gain control and response from a hundred girls, changing them in a moment of time from the careless, indifferent youth to the alert, responsive, musically sensitive chorus producing an effect electrifying the listener. To many girls the singing of hymns became an act of real devotion through his enlightening influence. Sometimes even to-day as one enters Abbot Hall it seems as if the very walls must give forth a response as certain hymns are sung. Who that has seen him at morning chapel can ever forget the glow upon his face and the ring of his vibrant, sympathetic voice as he asked for the interpretation he desired for such lines as:

"When peace shall over all the earth  
Its ancient splendors fling";

or again, is there one to whom the old feeling of exaltation does not return whenever she hears the hymn in which occurs the refrain,

"All rapture through and through  
In God's most holy sight."

Since 1876, when Mr. Downs established the custom of bringing to the school the best musical talent to be obtained, a series of three concerts a year has been given in the school at a price to the students less than would be paid for one such concert at Symphony Hall in Boston. While it is true that Mr. Downs's wide circle of musical friends and his invincible determination to have the best, made it possible for him to secure the best artists at most favorable terms, yet it is also true that the question of meeting expenses never influenced him in arranging for a concert, and neither did he call upon the school treasury to make up deficits. Instead, he, quietly and with a smiling face, made up the loss himself and never spoke of it, being perfectly content with the fact that the beautiful concert had been given to Andover and the school and had been thoroughly appreciated. In those days Andover recognized this series of concerts as the great musical opportunity of the winter and patronized it well.

Of his work as a composer the writer is not sufficiently instructed to give a criticism, neither is it necessary. The school and its friends still pay tribute to his work at the end of every commencement service when the young girls who have just received their diplomas face the audience and sing the



"parting hymn," "Father I know that all my life, Is portioned out for me." Since 1876 the school has sung these words set to music by Mr. Downs, and this is one of the strands of the cord of custom which stretches down the years and binds the past with the present.

One of the last bits of work and of pleasure enjoyed by Mr. Downs was the writing of the music for Mary Sweeney's poem, "The Slumber Fairies."

The friendship between Mr. Downs and the well-known pianist, Mr. Ernst Perabo, often brought the latter to Andover on the Abbot concert programme. One of the most memorable of these occasions was the "farewell concert" by Mr. Alwin Schroeder, the famous 'cellist, with Mr. Perabo at the piano, on May 2, 1907. It was indeed a farewell, for it was the last of the concerts given under Mr. Downs's direction as he retired from the work of the school in June of that same year; and it was a concert of rare beauty.

After the death of Mr. Downs on October 30, 1909, it was proposed to raise a memorial to him in the form of a fund for the support and extension of the recitals which he had conducted for the school and the town of Andover and its vicinity, for more than thirty years. Contributions were invited and the fund was designated by the Trustees as the Samuel Morse Downs Recital Fund and the income from it has been used for several years to supplement the maintenance of this series of concerts. In the spring of 1910, Mr. Perabo requested the privilege of honoring the memory of Mr. Downs by giving a concert at the school, and invitations and tickets of

admission were sent out to the friends in Andover and its vicinity. On the afternoon of April 21, 1910, there gathered in Davis Hall a great company of friends to join with the school and with Mr. Perabo in a "Recital in honor of the service and Memory of Samuel Morse Downs, Teacher in Abbot Academy 1860-1907, and in Bradford Academy 1869-1908." Mr. Perabo was assisted by two members of the Boston Symphony Orchestra, Fred L. Mahn, violinist and Carl Barth, 'cellist. The programme was made up of four numbers:

1. Sonata in D minor, Op. 31. No. 2 . . . . . Beethoven
2. Sonata for Piano and 'Cello, Op. 183. . . Raff
3. Elegy for Violin and Piano, Op. 10. . . . . Ernst
4. Trio in B Flat, Op. 99. . . . . Schubert

The concert cannot be described, but the memory of it will never be lost; its dignity, its solemnity, and its great beauty are possessions forever for those who heard it. After the concert Mr. Perabo as his final act to honor his friend made the first contribution to the fund which the friends of Mr. Downs had just expressed the desire to raise. At the same time that the concert was given by Mr. Perabo, the following poem was published by another friend long and widely known in literary circles, Mr. Nathan Haskell Dole:

-  
IN MEMORIAM

SAMUEL M. DOWNS

"When those who play the sweet-voiced lyre  
Or sing the heart-entrancing lay  
Are taken from our earth away,  
Who fill their places in the choir?

"We who have loved them miss them long;  
Their faces never wholly fade;  
We hear the harmonies they made,  
The beauty of their silver song.

"The birds remind us of their notes,  
The waterfalls their themes recite,  
And on the mystery of the Night  
A tender memory of them floats.

"Each one who bore his gracious part  
To weave the wondrous web of sound  
Stands forth with laurel-fillets crowned  
A faithful priest of lyric Art!

"So thou, dear friend of many days,  
Content in haunts remote to dwell  
And fill thy modest mission well  
Accept this sheaf of love and praise.

"We come to bring thee dewy flowers,  
To waft sweet fragrance o'er thy shrine,  
Fresh wreaths around thy name to twine,  
And link the present with past hours.

"Hail and farewell, O Master dear!  
The instrument thou play'd'st is mute;  
But in these cloisters we salute  
Thy spirit which still lingers here!"

Looking over the many concert programmes of the twenty years, 1892-1912, impresses one with the great opportunity given to Abbot girls to hear in their school home many of the best musicians who were performing in Boston and New York during the period. The concerts by string quartets are most interesting and probably among the most difficult of comprehension, but the school was

always carefully instructed in advance by Mr. Downs, and later by Mr. Ashton, to have some knowledge and appreciation of the programme in order that all might get the most possible benefit and pleasure from the concert.

The Kneisel Quartet was at the height of its reputation and the school was most fortunate to hear it here in Andover several times during the twenty years. The sight of one of the 1903 programmes on which occurs a quartet by César Franck brings back the vision of Mr. Downs's face as he spoke in morning chapel of having heard this composition played by the Kneisels a few days earlier in Boston, and said that he never again expected to have such a glimpse of Heaven. When the afternoon came and we heard this number, some in the school knew what Mr. Downs meant.

After the erection of the November Club House, the concerts were given for some years in that building, but in 1906 the Kneisel Quartet gave its first concert in Davis Hall, and since that time all school concerts have been given in that hall. The Boston String Quartet also played here in 1906 and The Longy Club, the Wood Wind Choir of the Symphony Orchestra, gave a marvelous concert in 1909.

The usual plan for the three recitals of the year was to have one piano recital by an acknowledged master, one by stringed instruments and one vocal concert. The list of pianists is long and includes the best-known names of the period, and the same is true of solo players of stringed instruments. Alwin Schroeder, for so many years the renowned 'cello player of the Boston Symphony Orchestra, has al-

ready been named. In the late nineties, Anton Witek, the then new concert master of the Boston Symphony Orchestra, and Mme. Witek, a celebrated Danish pianist, gave their first concert in America at Abbot Academy. In 1909 a musical entertainment quite unusual in character was given by Mr. and Mrs. Arnold Dolmetsch to illustrate the beauty of four quaint old instruments, the harpsichord, the clavichord, the viola da gamba, and the viola d'amore.

One of Mr. Downs's favorites for a vocal concert was Max Heinrich, who came many times to Andover. That townspeople also felt affection for him is evident from the comments in the local newspaper. The "Townsmen" speaks of his marvelous interpretation of the "Erl Koenig" and of the beauty of his singing "Where'er You Walk," saying that "the hall was illuminated as if from a celestial source."

The two names of vocalists of unusual interest to Abbot students are those of Mrs. Alice Wentworth MacGregor, the accomplished singer and teacher of vocal music in the school for five years, and Mrs. Ruth Thayer Burnham, the present vocal teacher. Mrs. Burnham's first concert for Abbot Academy was given in 1904, many years before she came upon the Faculty of the school.



## CHAPTER XIII

### LATER TEACHERS OF MUSIC

WHEN Mr. Downs gave up his teaching it was necessary to reorganize the department of Music. MR. JOSEPH N. ASHTON, a graduate of Brown University and a post-graduate of Harvard, became head of the department and teacher of piano, organ and chorus work. Mr. Ashton had studied with Arthur Foote and Professor Hamilton and had been head of the Music Department at Brown University until that work was given up by the University because of lack of funds. Mr. Ashton entered into his new work with interest, enthusiasm and skill and proved himself a worthy successor of Mr. Downs, to whom he gave a deference and appreciative attention that was a source of real support during the last months of Mr. Downs's life.

Mr. Ashton had many interests as an organist and a writer of books on music and he finally resigned his work of teaching at Abbot in June, 1922, to devote his time to other things.

In 1907, the teaching of vocal music was undertaken by MRS. ALICE WENTWORTH MACGREGOR who had studied with MME. MARCHESI and who was well known in the concert halls of Boston and also as a church singer. Her beautiful voice as well as her knowledge of music contributed greatly to the pleasure of studying with her, and she was generous in giving recitals for the school. For a part of the

five years that Mrs. MacGregor was here she was assisted, not only in teaching but in her recitals, by MISS LAURA E. SHAW. In 1911-12, MISS MABEL ADAMS BENNETT substituted for Mrs. MacGregor for a few months and the next year, 1912-13, she took entire charge of the vocal work. Miss Bennett was an enthusiastic, faithful worker, always ready to give freely of her time and energy in teaching the individual pupil and in training the Glee Club, and she became a real force in the school life.

## CHAPTER XIV

### SECRETARIES AND LIBRARIANS, 1892-1912

THE office of Secretary to the Principal was of slow development and usually the person who performed that work did a great many other things not "nominated in the bond." The first person to be listed in the catalogue as Librarian was also assistant to the Principal.

MABELLE ETHELYN BOSHER was graduated in the class of 1894, and after a year of study at Radcliffe College, she returned to Abbot in 1895, to be a general helper to Miss Watson and to care for the library, but during the ten years that Miss Boshier was in the school, she did a host of other things. Always greatly interested in outdoor sports, she was ready at all times to assist in coaching the games, and her vigorous enthusiasm helped greatly in the conduct of the games played with Bradford. The last year she was in the school, she also assisted the school Treasurer by attending to some of the routine work of the office.

The moving of the Library in 1890 from its cramped quarters in Abbot Hall into what seemed to be a spacious room with ample shelves encouraged its more rapid growth, and in 1893 the first card catalogue was made. But by 1901, continued growth made it seem wise to have a more flexible system of arrangement and the Dewey system of cataloguing was introduced. The work of recata-

loguing was undertaken by Kathleen Jones, A.A. '89, assisted by Miss Bosher, and together they reclassified and recatalogued about three thousand books in six weeks of the summer of 1901.

In 1905, Miss Bosher resigned from her work at Abbot to travel a while, and later she became Secretary to the President of Colorado College. In 1907-08, she was connected with Miss Head's School at Berkeley, California, and in 1908, she was called to be Principal of Kawaiahao Seminary in Honolulu. This position she filled with great success for the school and great enjoyment to herself for several years. In 1916, she was married to the Reverend Doremus Scudder, and since that time she has led a varied and interesting life in many different parts of the world.

In 1902, AGNES E. SLOCUM, a Smith College graduate, came into the school to serve as Secretary to the Principal, helper in the Library, basket-ball coach, and helper in many other ways. Miss Slocum was most useful and was greatly beloved by Principal, faculty, and students. In 1906, she was married to Mr. Maurice B. Biscoe and for several years her home was in Denver, Colorado, but is now near Boston.

Miss Slocum was followed by CHARLOTTE L. ROOT, a graduate of Mount Holyoke College, and of Miss Root the same pleasant things can be said. In 1911 she, too, left Abbot to marry Mr. Frank O. Patton and her home is now not far from Boston.

The secretaryship and the care of the Library were then given into the hands of an Abbot graduate, Edith L. Gutterson, of the class of 1908.

Having lived many years in the school, she knew it intimately and could adapt herself quickly to every situation and thus had an advantage over a stranger to the school. In 1912, Miss Gutterson went to Wellesley College as assistant in the Art Library and at the same time she took college courses in the History of Art. A trained Secretary and a trained Librarian who could give each one her entire attention to her particular work were secured soon after Miss Bailey came to be Principal.



## CHAPTER XV

### MISS KIMBALL AND OTHER MATRONS

WHEN Miss McKeen left the school in 1892, she left behind her to help the new principal a housekeeper who had lived two years in Draper Hall and nearly forty years in Smith Hall.

Miss Angelina Kimball came to Smith Hall in 1855 to assist the housekeeper, and in 1860, she assumed the entire care of the housekeeping, a position which she held until the Smith Hall family moved into Draper Hall in 1890 and then she took up the care of the much larger house and carried it until 1901, thus working not only with Miss McKeen, but also with Miss Watson and Miss Means.

Miss Kimball was a thorough-going, old-fashioned New England housekeeper; she preserved fruits and made jelly and mended the carpets in the summer vacation, and during term time the nicest desserts and the daintiest cakes were always made by her own hands; no record of her accomplishments seems complete without noting that she was celebrated for her delicious sponge cake! In those earlier Smith Hall days she spent much time and strength in caring for the possessions of the school that they might last just as long as possible. Her thrift, her excellent judgment and her "immaculate housekeeping," as Miss McKeen has described it, were of the greatest service to the school. Not only did she manage her own department successfully, but her advice and

counsel were sought in all parts of the school life by Principal, teacher, and even Trustee. Her strong common sense, her excellent judgment, her sympathy and her humor were helpful to all. With all her many cares she always found time to "mother" the girls. Every girl knew her and it was the natural thing to go to her for sympathy and help in trouble and to share with her one's pleasures. When the big Draper Hall was opened, Miss Kimball would have given up the work, but Miss McKeen would not consent to go into the new building without her. Together they had worked for it, watched over its slow growth, and then, at its completion, with great effort, they had made ready its furnishings, and together they must live in it. After going through that first year of getting adjusted to the new home and making it comfortable for the family, Miss Kimball ventured upon a journey to Europe and was gone for several months. Her work was carried on successfully by Mrs. Mary E. Todd during the fall of 1891, but in January, 1892, Miss Kimball returned to it greatly refreshed and enriched by the months of travel.

In 1893, there came to assist her in the work Mrs. Mary E. Minott, who remained until 1895, when the care of the dining-room and kitchen was assumed by Mrs. Augusta M. Dowd, who was here until June, 1902. For the last two or more years of her life at Draper Hall, Miss Kimball was relieved of the care of the housekeeping and simply gave pleasure to the family by living with them. In 1904, she left the school to live in Andover and here she died on August 8, 1909.

Mrs. William G. Abbott was in charge of the housekeeping at Draper Hall from October, 1901, until January, 1904, and then later the entire care of the house and the buying was taken by Miss Helen L. Burr who came into the school in September, 1904. Miss Burr was specially trained for this work and she was very active and efficient in her life and work here. She was the first to give a regular course in cooking and taught a voluntary class on recreation day. She left Abbot in 1906 to become Dean of one of the halls for women at Whitman College in the State of Washington.

In 1906, we welcomed to the school one who filled the position of housekeeper with grace and efficiency, Miss Philana McLean of Mansfield, Ohio. Miss McLean was thoroughly trained in modern institutional housekeeping and buying, and she added much to the social life of the family. She remained with us until ill health forced her to give up the work in 1919.

Before the end of the year 1891-92, the matron in charge of Smith Hall, Miss Sara E. Graves, was obliged to give up the work because of ill health. In September, 1892, the care of Smith Hall was undertaken by Miss Mary Elizabeth Kelsey whose presence in the family soon became a source of pleasure to faculty and students. Her youthful feeling, joined with ability, gave her courage often to move out of the beaten tracks of institution life and to introduce many simple changes which added to the homelike feeling of the small family. Illness in the winter of 1895 made it necessary for her to give up the work, greatly to her own regret and that of the school. Her place was taken by Mrs. Emily R. Wil-

cox, who remained at Smith Hall until June, 1897. Her motherly interest and her wide experience gave her a strong hold upon many girls who greatly enjoyed life with her. In September, 1897, the French-speaking family moved over into Draper Hall. Smith Hall was abandoned, and hence a second matron was no longer needed.

## CHAPTER XVI

### PROFESSOR PARK, 1851-1900

WITH gratitude and pride Abbot Academy remembers the long list of distinguished men who, in addition to many other important offices, have been willing to serve the school, and have done it with a gracious affection which can never be forgotten by those who have experienced it. It is the duty and the privilege of those who realize what this service has been to share this knowledge with the later generations of faculty and students and friends. During the period from 1892 to 1912, the Board of Trustees lost eight of its members by death and five by resignation. The only name which appears on the list of Trustees the first year of Miss Watson's principalship and also on that of the first year of Miss Bailey's administration is that of Professor John Phelps Taylor, who was elected Trustee in January, 1892. Although this is a condition that might mean a real overturning in the direction of school affairs in the short space of twenty years, it is probably true that the school itself has not been conscious of any great change. It is true that there have been changes in the educational and the financial policy, but they have been changes in the smooth and regular and constant progress of a growth instigated and regulated by men who have been harmonious in their ideas of what the school should stand for and their desires for its development. The



fact that most of the Trustees have given long periods of service to the school has contributed largely to this condition.

Both volumes of Miss McKeen's History contain constant references to PROFESSOR PARK, who was elected to the Board to fill the place left vacant by the resignation of Samuel Farrar on June 30, 1851. In 1859, he was made President of the Board, an office which he held until his death in 1900, although for several years ill health deterred him from active service to the school.

It was considered by the Seniors a great honor to receive their diplomas from the hand of a man so distinguished as a scholar and a preacher not only in our own country but in the scholarly circles of Europe, and it was a great pleasure to all his audience to hear his annual address to the Seniors on Commencement Day. The address delivered to the class of 1877 has often been referred to, and as one who heard it says, "It might well be called his legacy to Abbot Academy." Its theme was "Character is the Main Thing." This same friend also says, "Professor Park's personal presence in our streets, as he once remarked of another, made for civic righteousness and noble ideals." When he preached in the "Stone Chapel" even the Academy boys listened spell-bound and his sermons were always long!

To the outside world Professor Park was the intellectual giant of Andover. He had a delightful humor which was most refreshing to his friends. That a man of such qualities and power should be interested in Abbot Academy and know it intimately for

such a long period of time was of inestimable value to every part of its life.

An intimate friendship existed between Miss McKeen and the Park family and they were a source of inspiration to her, socially, intellectually, and spiritually. The picture of Miss McKeen and Mrs. Park taking their morning drive together is mentioned elsewhere. One very important department of Academic Senior work, the department of the History of Art, owes much to Professor Park. In Volume I of the School History, Miss McKeen speaks of the club founded in 1871 by Professor Park, for the study of this subject. Miss McKeen was a very active member of this club, and in 1873, she introduced into the school the study of the history of Painting, Sculpture, and Architecture. For many years it was the privilege of a few individual girls to be chosen by Miss McKeen to go up to the home of the Parks to read aloud for an hour and this privilege was greatly valued and enjoyed by the fortunate girls.

When Miss Means succeeded to the principalship in 1898, the same intimate relationship with the school was renewed and continued until the death of Professor Park in 1900. He had been Trustee forty-nine years, practically half the hundred years of the school's lifetime, and all that time his name upon the Board was not merely that of an illustrious man whose name shed glory upon the school, but he was a vital, intellectual, and spiritual force here.

In 1901, the first anniversary of the death of Professor Park was observed by the placing of a tablet in the Chapel of the Theological Seminary and Phillips Academy — a tablet on which was the

profile of Professor Park and the following inscription:

EDWARDS A. PARK, D.D., LL.D.

1808-1900

Professor in Andover Seminary

1836-1900

Editor of The Bibliotheca Sacra

1844-1900

A versatile Author

An eloquent Preacher

An inspiring Teacher

A profound Theologian

His lines have gone out through all the earth

And his words to the end of the world.

It is a matter of deep interest to Abbot Academy that this gracious and lasting tribute to one who was for so long a time her own trustee should have been put in its place by another member of the Board of Abbot Trustees. Mr. Draper gave this tablet, in memory of the thirty-three years in which he had acted as publisher of "The Bibliotheca Sacra" and also of his publishing of Professor Park's last volume of sermons.

## CHAPTER XVII

### THE DRAPERS, 1868-1905

WARREN FALES DRAPER — IRENE ROWLEY DRAPER

THE Trustee whose name is oftenest spoken by the Abbot girl or teacher is Mr. Draper, and yet to most of them Mr. Draper is merely a tradition. Miss McKeen's two volumes of Abbot Academy History contain mention of Mr. Draper's many gifts to the school, but there is little to make one familiar with his personality. The story of the quiet lives of Mr. and Mrs. Draper cannot be made an exciting and wonderful tale, but the picture of two sturdy, high-minded, unselfish people who loved the girls of Abbot Academy as they would have loved daughters of their own, has its own charm.

Mr. Draper was born in Dedham, Massachusetts, on December 12, 1818; he was graduated from Phillips Academy in 1843 and from Amherst College in 1847. These three dates reveal the fact that he must have gained his education with difficulty, since he was nearly thirty years old before he could finish a college course. He was hindered in getting his college preparation by poverty and ill health, and he was obliged to work hard while in Phillips Academy to earn his way. He cut wood and tended fires for the professors, and at one time he even worked as janitor at Abbot Academy.

In 1840, there came to Abbot Academy from Wrentham, Massachusetts, a young girl named

Irene Patience Rowley. For three years she was one of that interesting early group of girls who kept house on the coöperative plan in the old house known in later days as "Davis Hall."

This house stood about where the present Davis Hall stands, and before 1840 had been known as the "Dr. Brown House." After it was rented by Abbot Academy, it was for a time called "The Commons," but in 1865, it was purchased and given to the school by Mr. George L. Davis of North Andover, and became "Davis Hall," and later also "French Hall." While it was used as "The Commons," there lived in it twenty or more girls, who, under the care of one of their number called "The Directress," did all the work of the household and shared the expense of their living, which was not expected to exceed a dollar and a half per week. During 1842-43, Irene Rowley was the Directress, and it was while she was busy with this work, and Mr. Draper was also coming down from Phillips Academy to do janitor work at Abbot Academy, that a friendship must have started which later culminated in marriage. On May 24, 1848, Warren Fales Draper and Irene Patience Rowley were married in Philadelphia. In 1849, they came to Andover, and here they lived together until the death of Mr. Draper in 1905, and then Mrs. Draper lived her lonely life for nearly twelve years more until December 27, 1916.

Mr. Draper began work in Andover with no capital whatever, and for some years his business interests were closely connected with Phillips Academy. He lived on "The Hill" and managed the Andover Bookstore, which was then located in what



was called the "Brick House," a house which stood for many years a little way beyond the "Pease House," but was removed some years ago to make room for other buildings. Mr. Draper not only kept the bookstore, but was also a printer and publisher. For many years he published all the works produced by the learned professors of the Andover Theological Seminary, and also the famous journal, "The Bibliotheca Sacra," considered to be the most learned of theological reviews. It is said that he worked hard, often doing common labor with his own hands. The extent and importance of his publishing business was quite remarkable. Few people now realize that he was the first importer of religious books into this country from Europe. He must have been recognized by his colleagues as an able and progressive publisher, for in 1853 he went to London as the representative of a Boston publisher, John P. Jewett.

The story of his own first venture in importing is tragic. All the books which he had bought in Europe went to the bottom of the ocean when the freight steamer in which they were being brought over was lost in a storm.

In the memorial sermon for Mr. Draper preached by Professor Taylor in 1905, there is related a charming incident of the visit to London in 1853; a visit which was a notable event in the lives of Mr. and Mrs. Draper. They attended a reception at St. James's Palace on Queen Victoria's birthday, a day which was also their own wedding anniversary. Her Majesty bowed graciously to Mrs. Draper and Mr. Draper's smiling comment was, "The British Queen

saluted an American Queen." Ever after this time, as they celebrated their wedding anniversary, they called it "celebrating the Queen's birthday."

The success of Mr. Draper's business financially became evident quite early in his career, but the quality of his work is probably not so well known. He published works not only in English, but also in Greek, in Hebrew, and in Sanskrit. For many years Andover was distinguished in scholarly circles as having among its population skilled Hebrew and Sanskrit typesetters living on the hill, brought here and employed by Mr. Draper.

In 1866, the location of Mr. Draper's business was changed to the center of the town, and he soon moved his home from "The Hill" down School Street, having built a new house directly opposite Abbot Academy, and from that time Mr. and Mrs. Draper seemed to adopt this school as a family of children. The Draper homestead is now, after more than sixty years of life, almost unchanged from its original form. When the Drapers moved into this new home, Mr. Draper was disabled by rheumatism and the story has always been told that the plan of the first floor was made such that, if his disability should continue, it would be possible for him to move about from room to room in his wheel-chair.

Mr. Draper had been elected a Trustee of Abbot Academy just before they moved into their new home, and from 1868 to 1905 he served the school. In 1875, he was made Treasurer of the Board, and it is said that for thirty years he was never absent from a Trustee meeting. In 1901, he was no longer able to perform active service as Treasurer, and he re-

signed from the office. The esteem in which he was held by his fellow Trustees is evidenced by the silver loving cup which they gave to him on his retirement from this office.

From the first Mr. Draper's business was successful and he prospered, but his gains were largely the result of his own hard work and of his savings. He began at once to make gifts to the two schools on "The Hill." In Phillips Academy he established the Draper Prize Speaking, which is still an annual event in the school. Remembering his own struggles for an education, he gave to Phillips Academy the Draper Scholarship and later the Draper Cottage.

When he moved into the new home on School Street, one of his friends said to him, "Now you must give to Abbot Academy instead of to Phillips Academy." His answer was the establishment here of the Draper Reading in Mrs. Draper's name. This Draper Reading was an annual event of the spring term until quite recently, when it seemed best to change its form to that of the Draper Dramatics.

All through the years, the habit of the Drapers was to celebrate anniversary days, especially the wedding anniversary, by sending a gift over to Abbot Academy. Sometimes it was a valuable set of books needed for class use; or again the much desired portrait of Professor Churchill for the Trustee Room; or it might be a new reading table with magazine racks for the Reading Room. Sometimes it was a gift to the Senior Class; — a brass vase for the table, or an electric lamp, or a desk chair for the Senior parlor; and always flowers and fruit from their much-loved garden.

When the little room near the family entrance of Draper Hall was taken over in 1911 for the use of the Faculty, Mrs. Draper gave to the Faculty her own silver tea and coffee service and her two dainty old-fashioned tea sets of gold band china which she had used for many years. Later she gave money to help refurnish this Faculty room and at another time she gave wall seats and cushions to the recreation room in addition to those already in the room under the front windows. When Miss Bailey came as the new Principal in 1912, Mrs. Draper placed in the McKeen parlor — the Principal's room — a stately and beautiful tall clock as a welcome to the new head of the school.

From this very incomplete list of their smaller gifts, it is evident that they gave most loving thought to the school, and that they had an intimate knowledge of its life.

There are also larger gifts to be recorded, one of which is that of twenty-five thousand dollars towards the building of Draper Hall. This was made in 1888 by increasing their original gift at the time when Miss McKeen, not having secured the amount of money necessary for beginning the new building, was weighed down by anxiety and greatly depressed in spirits. Mr. Draper's gift put new life and energy and enthusiasm into Miss McKeen and those nearest to her. As a consequence of his generosity, the building was begun at once and was finished in time to be occupied in September, 1890. The name, Draper Hall, was given to it as a slight expression of gratitude for the gift which made its erection possible.



A very few years after this gift to Draper Hall, the Alumnæ Committee, which for some time had been raising funds to erect a much needed school building as a memorial to the McKeen sisters, was in a similar state of depression and need, and again Mr. Draper came forward. The record of the Board of Trustees for December, 1902, contains a letter from Mr. Draper in which he offers to give, under certain conditions, seven thousand five hundred dollars towards the McKeen Memorial Building. In the chapter on the McKeen Memorial, this letter is quoted as an expression of Mr. Draper's feeling for the school. Mr. Draper's will made Abbot Academy the residuary legatee of his estate after the death of Mrs. Draper, and thus their large gifts to the school have amounted to more than one hundred thousand dollars.

They also made generous gifts not only to Phillips Academy, but to the Punchard High School in Andover and to the town of Andover itself for educational purposes, and also to Amherst College.

These gifts seem generous even in this day of large gifts, and it should be remembered that in the case of the Drapers their gifts were made by careful saving in their own daily living. The home life was very plain and simple. Mrs. Draper did not keep a servant and as long as she was able she did the work of the household herself. The home was simply furnished and all their habits were those of the frugal New-Englander of the early days.

There were always people who thought Mr. Draper penurious, or — as they sometimes expressed it — stingy. It is certainly true that oftentimes



what was really needed for the good of the school seemed to him mere luxury, and as Treasurer of the school funds his first impulse was to say that the school could not afford the thing asked for; but over and over again did it happen that after a teacher had asked him for something needed in her department and he had seemed to be about to refuse it, he would listen again to what she had to say of the need and finally would say, "You probably know better than I what is needed and may buy what is necessary." Sometimes the answer would be that the school could not afford to spend the money, but as the thing asked for seemed to be needed he would see that it was paid for, and pay for it he did from his own purse.

One particular instance is especially interesting. When Draper Hall was opened in September, 1890, Miss McKeen and the Faculty felt that there should be a proper housewarming to which all the people who had given money for the building should be invited, and hospitably entertained. Over a thousand invitations should be sent out and it would be necessary to provide refreshments for a large number of people. This was a formidable matter of expense to present to Mr. Draper. Miss McKeen sent over to him on this mission two of the Faculty who knew Mr. Draper well and would be specially persuasive and tactful, Miss Merrill and Miss Greeley, but all their arguments seemed to have no effect, and they returned feeling greatly discouraged, as Mr. Draper had said that he could not feel it right for the school to give such an expensive reception while it was still in debt. Before that very day had ended, there came

to Miss McKeen a note saying that he had thought over the matter, and he had no doubt but that Miss McKeen and the Faculty knew better than he did what should be done and that he wished a reception to be arranged just as they thought suitable and he would meet the cost of everything himself. A very lovely housewarming was the result. Other Trustees sent masses of beautiful palms and ferns and flowers from their own greenhouses to decorate the house and especially the dining room, where a suitable and delicious supper was served to all the guests. It was with difficulty that Mr. and Mrs. Draper were persuaded to receive the guests with Miss McKeen, and it is doubtful whether even all the Trustees knew that it was most truly a reception given by the Drapers and that they paid every bill.

The desire to give largely to the cause of education did not make the Drapers forgetful of their own kindred. They had no children, but there was a goodly number of nephews and nieces who were devoted to them and for whom they felt a strong affection. The story of the seventieth birthday celebration on December 12, 1888, is typical of their relations with their kindred. A large family gathering was held in Cambridge at the home of a niece. Mr. Draper received signs of great honor and affection from his young relatives, and to each one of them he in return made a handsome present in the form of a bank book recording a goodly sum to the credit of the recipient. Surely one who gave so generously and so modestly to at least four schools and colleges, and who also gave so graciously to his own large family of nephews and nieces, cannot be

thought of as mean or penurious with his possessions. All through the last few quiet years of his life, he kept up this habit of remembering to do things for other people.

Just after Mr. Draper's death, a sermon was preached at the South Church by the minister, Mr. Shipman, from the text, "He was a burning and a shining light." The words which Mr. Shipman spoke at that time about Mr. Draper are exceedingly satisfying to those who knew him. "Unquestionably," he said, "Mr. Draper had his limitations. The restricted life which he led would not be possible for most of us, or, if possible, would not be altogether healthful. In some ways, probably, it was not healthful for him. But still that life was light; — steady and pure and powerful. It is hardly two weeks ago," he went on to say, "that I spoke to him of the gratitude felt towards him for his last gift of one thousand dollars to the Punchard Free School. He looked up at me from the chair into which his feeble body had sunk, and it seemed as if a quenchless fire leaped into his faded eyes as he said in a trembling voice, 'I have been a great believer in education,' and then he asked eagerly if I did not suppose that American schools were the best in the world.

"'I have been a great believer in education.' How truly his life was an embodiment of that belief! Mr. Draper takes his place in that line of men and women not professional educators themselves, who have handed from one to another a shining faith in the dignity of the human mind, and a burning zeal that the men and women of the future might grow con-

scious of that dignity. Most of us when we are young have to take it on dim faith that education is something to be striven for. Now and then a boy or girl appears in whose heart God has set the glory of it, and we see him toiling and sacrificing to get it. And then again we behold one toiling long and sacrificing much, not in order to win it for himself, but that others coming after, most of them not to be seen by his mortal eyes, may have this, so rare a treasure. And by these two visions of the youthful toiler and the mature unselfish servant of a great idea, dimmer eyes are able to gather at least some impression of the exceeding desirableness of an education. Mr. Draper was both the youthful toiler, and even to old age, the unselfish servant."

For more than fifty-six years Mr. and Mrs. Draper lived together united in every thought and deed. This union of mind and heart seemed as perfect as possible, but it is not disloyal nor unappreciative of Mr. Draper to say that Mrs. Draper was always a power behind him helping him to his best action. Her quickness of perception, her breadth of vision, her power to grasp and her willingness to accept a new situation, and most of all her serene confidence and trust in the wisdom of those nearest to things, always prevailed with Mr. Draper, overcoming his objections to changes and gaining his interest in and allegiance to the thing desired. Their gifts to the school were usually accompanied by a letter beginning with the expression of their reliance upon God and gratitude for his blessings, and then the gift was offered always in the name of each of them.

One thing that may be thought almost too per-



sonal and intimate a thing to say about Mrs. Draper gives testimony to her power to grasp a new situation even when she was well over eighty years old. She had been a great admirer and the intimate friend of Miss McKeen for more than thirty years, the period of her middle life. She had been neighbor to Miss Means for as long a period before the latter became principal, and she was a faithful helper and admirer of Miss Means as head of the school. To extend her keen interest and approval and her strong affection to a stranger as head of the school, and to receive her with the same confidence and love and enthusiasm as she had given to Miss McKeen and Miss Means, is something that a smaller nature would not find possible to do at the end of her four-score years; but Mrs. Draper was ready and able and happy to do it when Miss Bailey came to the school, and the beautiful friendship which speedily grew up between them was to Mrs. Draper a great happiness in the last few years of her life.

After Mr. Draper's death, we thought that Mrs. Draper could not live many months, but gradually her interest in life again became keen and she lived on, a very quiet life, for twelve more years. She rarely went outside her own home and she came over to Draper Hall but a very few times during those years, and yet she was a powerful influence in the school. During those last years, many girls who had never spoken with her loved her dearly. They rarely left the grounds without looking over to her living room window hoping to see her sitting there. If she was missing from the window they were disappointed. On Sunday, as they went out to church,



every girl looked over at the window hoping for a wave of Mrs. Draper's hand as a Sunday morning greeting. This was a much cherished part of the Sunday service. When the beautiful face was no longer to be seen at the window, Abbot Academy felt that a brightness and a glory had left this earth.

## CHAPTER XVIII

### COLONEL RIPLEY, 1870-1907

THE Board of Trustees has always contained several men skillful and successful in business affairs and usually men with varied experiences. Mr. Draper was a publisher and he was also experienced in dealing with investments. COLONEL GEORGE RIPLEY was acquainted with manufacturing and banking interests and had been trained in quite different methods of business from Mr. Draper. Elected to the Board in 1870, he was contemporaneous with Mr. Draper and each man served the school for thirty-seven years, their dates being almost identical. Born in Greenfield, and educated at Williston Seminary, Mr. Ripley became a Boston business man, residing in Andover and thoroughly identified with the town as was Mr. Draper. For twenty-five years, he was President of the National Hide and Leather Bank of Boston and he earned a most honorable distinction as a successful financier. His business judgment and keen perception of the way through financial difficulties were serviceable to Abbot Academy and were greatly valued by his fellow Trustees. Friendly, just, discerning, wide in view and quick in decision, his wise counsel was always ready not only in the many minor emergencies occurring in school life, but also in the larger questions, and his influence often guided the Trustees and the

Principal of the school through many threatening troubles to satisfactory solutions.

His gifts to the school were most generous and timely, but usually, at his request, at the time of making they were not published to the public. Miss McKeen in Volume I of her History records the story of the pedestal of Lisbon marble which Professor Park once saw in a Boston shop and coveted for Abbot Academy. He spoke to Mr. Ripley of his desire, and Mr. Ripley's response was, "I think we had better have it"; and the pedestal was at once bought for the school by Mr. Ripley.

At another time Mr. Ripley heard that the teacher of Astronomy greatly desired to have a course of six lectures by the famous astronomer, Professor Charles A. Young, but the school treasury could not be drawn upon to pay for them. He assured Miss McKeen that he would stand behind the enterprise and be responsible for any deficit. As a matter of fact, the affair was so managed that there was a profit and not a deficit. The story, however, shows the kindly, intimate interest which was always shown by Mr. Ripley in school affairs. At another time Mr. Ripley's generosity provided a course of lectures in English literature delivered by the Reverend Dr. James G. Vose. Early in his service as Trustee, he gave generously to the fund for securing the telescope.

When the building fund was started for Draper Hall, Mr. and Mrs. Ripley made a generous initial gift which, later, they increased by three thousand dollars, in order to make it possible to fulfill the conditions for securing the final large gift offered by Mr.

Draper. At the death of Mr. Ripley in 1907, his will was found to contain a legacy of two thousand five hundred dollars to be devoted to increasing the Library. One thousand dollars had been given by Mr. and Mrs. Draper in May, 1902, as a celebration of the fifty-fourth anniversary of their marriage, and they wished this money to be used in starting a fund, the income of which should be spent for adding books to the Library. Mr. Ripley's legacy thus carried out the wish expressed in the letter accompanying the Drapers' gift; the last paragraph of that letter reads thus:

"We gladly place this fund in your charge, hoping that other friends of the Institution will contribute to its [the fund's] enlargement as time shall demonstrate its use to the school."

Colonel Ripley is the only member of the Board who served it in the three different capacities of Clerk, President, and Treasurer. He was elected President after the death of Professor Park and he resigned from this office to take up the work of Treasurer when that office was given up by Mr. Draper.

## CHAPTER XIX

### PROFESSOR CHURCHILL, 1879-1900

It is interesting to note that the Abbot Academy Catalogue of 1865-66, which first contains the name of JOHN WESLEY CHURCHILL as teacher of elocution when he was still a student at the Andover Theological Seminary, also contains the name of Emily A. Means as teacher of French, although she did not graduate from Abbot until 1869. Mr. Churchill was graduated from the Seminary in 1868 and was immediately appointed Jones professor of Elocution in the Seminary, and later, in 1896, he was elected Bartlet professor of Sacred Rhetoric. He was also for many years a lecturer and teacher in several other schools and colleges.

It is easily seen that he came into contact with large numbers of young people and to believe that his death in 1900 brought a great sense of loss to many men and women all over the country. He was greatly loved as a friend and teacher, he was valued highly as a leader and adviser. His wonderful ability as a reader and an interpreter of character upon the public stage made him known and admired by hundreds who knew him in no other capacity. His knowledge and understanding of human nature gave him the power to help in many situations. His ability to control and sway a large number of people, his unfailing good taste and fine tact made him a person most sought after as a presiding officer on



social occasions. As toastmaster at a banquet or celebration, he had no peer. As host in his own home, where he was aided by his equally gifted wife, he unconsciously gave to the Phillips boys and Abbot girls whom he annually entertained, one of the most valuable lessons of their school life.

While in the full power of a vigorous young manhood, he was invited to become a Trustee of Abbot Academy and from November, 1879, until his death in April, 1900, he was intimately connected with the school not only as the teacher of elocution but as one of the governing board.

Every girl in school was privileged to be a member of the weekly class which he taught during one term of the year from 1865 to 1892. But the privilege and the honor most desired by many girls each year was that of being chosen as one of the ten Draper readers who were to appear before the school and its friends at Commencement time. This honor was valued not simply as an honor, but quite as much because of the individual instruction and training by Professor Churchill, which Mrs. Draper's generosity had made possible for each of the ten girls. All over the country there are "Abbot girls" who, if they chance to read these words, will remember vividly those lessons in Professor Churchill's study on a lovely spring evening, and they will realize that something was developed in them more than the mere ability to read well a certain selection.

If you remind yourselves of the fact that Mr. Churchill was not only carrying on his work as professor in the Theological Seminary and as one of the regular preachers at the Seminary Chapel; that he

was also much sought after as a public reader and speaker; that there was seldom a Sunday when he did not preach in some pulpit in New England, and that the calls upon him for social events were constant, your amazement will be great that he could find time to be interested in and to prepare ten Abbot girls for a special public reading, and also a group of Phillips boys for their annual Draper Speaking.

In the days when the Theological Seminary was a potent force, not only upon "Andover Hill," but wherever scholarship was revered, Andover was frequently visited by distinguished people from all parts of the world. The Churchill home was frequently the place where hospitality was dispensed and the Abbot faculty, and sometimes students, were often privileged to meet these distinguished visitors.

Mr. Churchill was not only a Trustee of the school for twenty-one years, but he was the intimate personal friend of Miss McKeen, and it was in this double capacity that he served as toastmaster at the famous "McKeen Breakfast," which was given at Hotel Vendôme, as a farewell honor to Miss McKeen when she was about to leave the school in 1892. Again in May, 1898, it was he who conducted in Draper Hall the last service in honor of Miss McKeen. Those who were present at the "Breakfast" remember vividly the grace and charm and friendliness of the occasion; and surely all who heard the Scripture reading and the prayer made by Professor Churchill at that last service in 1898 hold it reverently in memory.

From the many words of warm admiration and loving appreciation of Professor Churchill which were written or spoken at the time of his death in 1900, those from his intimate friend Dr. Bancroft have a special significance. Dr. Bancroft says:

"Any record of Professor Churchill's service in 'the trinity of Andover schools,' as he liked to phrase it, must make large mention of his loyalty to the religious, educational, and literary traditions of the place. His residence, except for four years at Harvard, was here for over forty years — practically for all his professional life. The large amount of work he did elsewhere was incidental. Here were his interests and affections. The whole community claimed him. He made it a chief end to be a good citizen. . . . Nature seemed to have prescribed to him his departments; but he would have done excellent work in many others. In personal instruction and criticism he was supreme. He was an inspiring and creative force in the lives of thousands of pupils; and gave them such a pattern of adherence to the highest standards of excellence and of unfailing charity that they became his lifelong personal friends. His work was more than elocution; it was the interpretation of literature. . . . Only those who lived side by side with Professor Churchill could have knowledge of his marvelous industry. He was always at work and a hard worker. Fragments of time, the early morning, the late night, hours of travel and seeming recreation were all put to use. . . . 'Trifles make up perfection, and perfection is no trifle' was a motto often on his lips.

"The thoroughness and severity of his work was

always dignified by an exceptional magnanimity. In his teaching he was never cynical, sarcastic, or petulant. When he rebuked and criticised it was always with appreciation and sympathy. He could correct a fault in an offender without causing humiliation or irritation."

One of his Seminary classmates and a familiar friend writes thus concerning him:

"He first came into prominence as a public reader. With a voice of wide range and exceptional quality, with a sense of humor which every feature expressed, with the tenderness of a child and a spirit easily sharing the most tragic or pathetic experiences, he readily passed from the entertainer of an hour to the teacher, helper and comforter of the ignorant, the perplexed and the sorrowing. . . . But merely to play on the heart strings for a little while grew irksome to him. He was not content to be an elocutionist, worthy as such a calling is. He would be something more than a caterer to the ever-pressing demand for amusement. If he could lift the art of public speaking out of the commonplace and make it the medium of effective appeal and persuasion — the interpreter of eternal truths — that was his holier ambition.

"His appointment after years of distinguished service in voice culture and oratorical methods, to the professorship (of Homiletics) in the Theological Seminary he counted his greatest honor. It gave him what he was specially fitted for, the chance to direct the preachers of the future in the science of public address. His love of proportion and harmony in homiletic composition, his keen sense of propriety,

his instant recognition of pertinent or alien thought, his choice of the happiest word or phrase made him invaluable as a critic. Scripture, prayer, hymn, were in his view, quite as important as the sermon; and he made them quite as much a study. His voice and bearing in the pulpit always made the impression that the preacher had solemn business in hand. . . . Above and beyond all these characteristics of his professional life was his eminent helpfulness. To whom was he not a friend? I do not recall a single sentiment or word I could wish he had not uttered. Of pure imagination and pure spirit it was always healthful to be in his company. . . . With a memory which never failed to retain both name and circumstance of the humblest, no less than the famous — with a manner which said to one and all, ‘Command me,’ — he kept widening and strengthening the bonds which attached multitudes to him, till he staggered under the load of their expectations.”

In the Phillips Academy Chapel may be seen a bronze tablet to his memory. The last four lines of the inscription upon it are these:

MAGNANIMITY SERVICEABLENESS AND GRACE  
MADE A NATURE GIFTED AND TENDER  
A POWER FOR PEACE A FOUNTAIN OF GOOD  
HE TAUGHT MEN HOW TO MAKE TRUTH WIN-  
SOME

1839-1900



## CHAPTER XX

### PROFESSOR JOHN PHELPS TAYLOR, 1892-1915

PROFESSOR JOHN PHELPS TAYLOR was elected to the Board of Trustees in the spring of 1892, just as Miss McKeen was giving up the care of the school, and he was a member of the Board until his death, September 13, 1915.

He was distinguished as being the one Trustee who served the school under four different principals. His nearness to the school and his scholarly tastes joined with his great interest in individuals made him a great help to each of these four principals in a fashion quite his own. Although new upon the Board at the time of the choice of Miss Watson to succeed Miss McKeen, he was actively interested in her coming and was one of her most loyal friends and helpers during her short six years at the school.

For the whole term of his service he was regularly appointed as visitor of classes and he faithfully and delightfully performed this duty. He always wished to know, not only the teacher of each class, but he was also interested in each member of it, and his little notebook contained the class list with notes to help him remember the different girls. His stately courtesy and genial spirit made him a welcome guest everywhere on the school campus. When the news of his death came, one who had known him long said, with sadness, "Who will there be now to say pleasant, appreciative words to us about our work!"

Mr. Taylor had a very generous spirit, and he loved to make gifts — to share his possessions with other people. Together with Mrs. Taylor he often thought of gifts to fill small needs in a very charming way. The crowded dining room at Commencement luncheon reminded them that much comfort might be given to our guests by changing one of the windows on the western side into a French door opening upon the lawn, and as soon as possible after it was thought of they had it done. Dining at Draper Hall one Thanksgiving Day reminded them to send a little later a gift of finger bowls for all the tables. Many other things they thought of, and with them as with the Drapers, to think meant to do.

In the years between 1891 and 1913, Mr. Taylor's classmate and warm personal friend, Mr. Day, gave much money to Phillips Academy, erecting Day Hall and John Phelps Taylor Hall and also making other gifts. While Mr. Taylor was greatly interested and pleased at these much-needed gifts to Phillips Academy, he was not content that Abbot should have no recognition in this generous giving. He succeeded in interesting Mr. Day to give the initial sum of five thousand dollars to start a fund to build the Abbot Infirmary. One condition placed by Mr. Day upon the gift was that the building should be called the Antoinette Hall Taylor Infirmary. Mr. Taylor was helpful in raising the remaining thousands needed to build and equip the Infirmary.

The afternoon of October 14, 1913, was not pleasant as to weather, but Mrs. Taylor, with trowel in hand, stood out in the rain and laid the first brick of the Infirmary with simple, appropriate ceremony;

thus did they celebrate the forty-fifth anniversary of their wedding day. While the building was in process of erection, the name of the donor of the initial five thousand dollars was not disclosed, although many people found it not difficult to guess the name. When the time came for the dedication of the building, there was a mysterious importance attached to a certain date on which Mr. Taylor insisted the ceremony must occur. Later we found that the date, June 2, 1914, was the birthday anniversary of Mr. Day. The simple ceremony which took place in and about the little porch at the front door was conducted by Professor Hincks, and the few who were a part of it realized that it all had a very tender meaning for Mr. Taylor. And so these two festal days in the lives of the three people most closely connected with the beginning of the Infirmary were quietly and intimately linked with its history. Later in life, Mrs. Taylor conceived the idea of giving an endowment fund for the upkeep of the building as a memorial to her parents, and this fact is recorded on the tablet on the wall of the first-floor corridor. And so in a very real sense the Abbot Infirmary is the Taylor Infirmary.

All Abbot girls and Abbot friends who knew Mr. Taylor will enjoy and warmly appreciate some of the words spoken by Dr. Fitch at the time of Mr. Taylor's death in 1915. These words express very clearly, in part at least, what he meant to Abbot Academy, and they also give to those of later times a picture of one who has left his impress upon the school. Dr. Fitch said:

"I can see very clearly why I, together with all

those who knew him, both loved and trusted him. One reason, it seems to me, is this: — he had such beautiful and such significant manners. We are a hurried and an informal age. We do not pay very much attention to the amenities of life. We have forgotten what the ancient people meant when they said that manners and morals are closely related to each other; we do not remember how manners reflect the character that is behind. But Mr. Taylor was a man of kindly and beautiful manners. One always felt that he was putting himself in the place of those to whom he spoke. There was that unconscious, because habitual, custom of always thinking of the other person rather than himself. With all these boys and girls, it was no small service, I think, which Dr. Taylor rendered to this community that he moved among them, a gracious, beautiful, thoughtful figure.

“Another reason, to my mind, why he was both loved and trusted was because of his interest in youth. There are very wide spaces set between the day when he was a lad in this town and this day; it is a new kind of boy and a new kind of girl that are coming into our modern world. And yet this man, far advanced in years, having passed way beyond the life that these girls and boys were leading, liked them, was seriously and profoundly interested in them, believed in them. I cannot believe that Dr. Taylor understood the life of these boys and girls. It was more rare and beautiful than that. Without quite understanding it, he accepted it, and had faith in it. There was that splendid moral life in him which gave the capacity for faith in an interpreta-

tion of the rising life of this generation, so different from the rising life of that generation to which he was accustomed. And so I recall this kindly, gracious figure, filled with old-world gentleness, and with the quaint and formal and beautiful courtesy of an unhurried and more self-respecting time; and coupled with that the eager interest in the boys and girls growing up about him.

“His whole life, like that which Wordsworth describes in ‘Tintern Abbey’ was filled with little unremembered acts of kindness and of love that form the best portion of a good man’s life.”



## CHAPTER XXI

### DR. DANIEL MERRIMAN, 1900-1912

DR. MERRIMAN was elected to the Board of Trustees, on February 28, 1900, to fill the vacancy caused by the sudden death of the Reverend E. G. Porter.

With his habitual thoroughness in all things, he immediately began to make himself familiar with the purpose and methods of the school. He was made a member of the finance committee and was active in the reorganization of the system of management of the finances, and instrumental in putting new vigor into the conduct of the affairs of the school.

He was elected President of the Board in 1902, and throughout the ten years in which he held this office, he was constantly considering plans for the growth and development of the school. Having had much experience in building for public institutions, his counsel and supervision were invaluable in the planning and erection and equipment of McKeen Memorial Hall and the John-Esther Art Gallery, and in the remodeling of Abbot Hall. The additions to the school plant of these large new buildings made necessary the careful consideration of methods of heating and led to the combination heating plant with Phillips Academy. The health and comfort of the occupants of Draper Hall led to the withdrawal from that hall of the laundry and lighting machinery, and the erection of a new building for such purposes. The presence of a president with initiative, resolu-

tion, and foresight as well as wisdom, was of great assistance in all these changes.

His public addresses at the special occasions of the dedication of the McKeen Memorial and Davis Hall, and at the opening of the John-Esther Art Gallery, and also on each Commencement Day at the awarding of diplomas to the Senior class, were always instructive, inspiring and delightful.

An intimate personal friend of Miss Means, his interest in the selection of her successor was very great, and he gave most careful attention to aid in the choice of a principal, who would be progressive as well as one who would appreciate the high standard of character and of scholarship which Abbot Academy has always proudly striven to maintain. The record of the years of service of Miss Bailey, in whose coming he was intensely interested, gives convincing testimony to his clear-sightedness and wisdom in his leadership in this choice. It was a great blow to the new Principal when, on the very first morning of her appearance at chapel as head of the school, the news came of Dr. Merriman's sudden death at his summer home in Intervale, New Hampshire, in September, 1912. The "Courant" of January, 1913, contains an editorial a portion of which is as follows:

"To his natural qualities of thoroughness and intense application in all to which he set his hand; to his capacity for detailed work in large plans, he added the enlarged judgment developed through much experience with educational institutions, and in building for them. His finely trained mind, his sense of beauty, of proportion, of propriety, of per-

fection; his keen business perception; his earnest spirit and his desire that the young lives under his care should be trained in truth and simplicity of faith and life — these made him such a leader of the school as cannot easily be found again. He put up the memorial tablets; he gave the Greek casts in McKeen Hall; he added minor points of beauty and appropriateness to the John-Esther Gallery. No programme of exercises but was made refined and beautiful by his judgment. . . . Alert to give the best, no matter was neglected, however small, if it could complete a satisfactory whole."

This last sentence recalls at once the fact of his minute care of details in arranging for the service of dedication of the Art Gallery. It was Dr. Merriman who insisted that every person who formally accepted the invitation to this function should receive a ticket to a reserved seat. As a consequence, every one of the more than five hundred chairs became a reserved seat, and had to be so designated, and special tickets had to be sent to every person who had indicated the intention to be present. This one instance shows the kind of thought which he gave to details, and it was this thought which made every occasion which came under his supervision perfect as a whole.

## CHAPTER XXII

### THE FIRST WOMEN TRUSTEES

MRS. FRANCES KIMBALL HARLOW, 1892-1904

MRS. HENRIETTA LEAROYD SPERRY, 1892-1901

MRS. MARY DONALD CHURCHILL, 1900-

IN June, 1891, a request was sent from the Alumnae Association to the Board of Trustees at its annual meeting asking that women should be elected to the Board. At the next annual meeting in June, 1892, the Trustees elected to membership Mrs. Frances Kimball Harlow and Mrs. Henrietta Learoyd Sperry.

Mrs. Harlow had been a highly valued and much-loved teacher of English and History in the school during the year 1872-73 and again from 1877 to 1888, at which time she resigned to marry Dr. John Martyn Harlow of Woburn.

Mrs. Harlow's intimate association with Miss McKeen and her thorough knowledge of the school in all respects made her able to render such service to the school as could not be given by one less conversant with its affairs.

Her excellent judgment and good taste were helpful on all occasions, and her generous but quiet use of her ample means gave substantial help in many places where it was greatly needed. Always delicate in health, she was gradually forced to give up many activities and she resigned from the Board in 1904. After the death of Dr. Harlow in 1907, she had the great comfort of the constant companionship of Miss

Merrill. Mrs. Harlow's death occurred in May, 1914. Her will contained a legacy to Abbot Academy which amounted to more than fourteen thousand three hundred dollars.

Mrs. Sperry was also well acquainted with the school. She was a graduate in the class of 1868, a teacher at several different times, and she served as acting principal of the school during Miss McKeen's absence traveling in Europe in 1875-76. As Trustee she was specially interested in the efforts of Alumnae to raise funds to build McKeen Memorial Hall, and she remained upon the Board until that work was nearly completed, although her removal to Olivet, Michigan, made it impossible for her to be really active in service as a Trustee during the last few years in which she held the office. Her resignation from the Board came in June, 1901.

On June 19, 1900, at the very first meeting of the Board after the death of Professor Churchill in April, the Trustees elected Mrs. Mary Donald Churchill to take the place of her husband upon the Board. Nowhere could they have found another person so eminently fitted to succeed Professor Churchill. Throughout all the years that have followed it has been, and it still is, a great blessing to the school to have such invaluable service as that which Mrs. Churchill constantly gives to it.



## CHAPTER XXIII

### OTHER TRUSTEES

THE REVEREND EDWARD GRIFFIN PORTER was elected Trustee in 1878 and served until his death in 1910. His residence in Lexington, where for many years he was pastor of the Hancock Church, made him a near neighbor to the Academy, and yet he was sufficiently removed from Andover life to bring to the Board the helpful attitude of an interested observer. He was a man of wide acquaintance with the world, and he had a close connection with several other schools. He was a member of the Board of Overseers of Harvard University and a trustee of Wellesley College as well as of several secondary schools.

He was a scholar of high repute, greatly interested in history and genealogy, and an officer in several historical and antiquarian societies. His interest was not confined to his own country: he worked to aid Greek refugees and the Waldenses, and he was President of the Board of Trustees of the American College at Aintab.

In spite of these many other interests, he was genuinely interested in Abbot Academy and was in close contact with it throughout the thirty-seven years of his connection with it. There is no one left, either among Trustees or Faculty, who can speak from intimate personal knowledge of him as a Trustee, but the writer has the memory of very

frequent reference to him and of dependence upon him by Miss McKeen in the last years of her life in the school.

Another Trustee who served the school for twenty-three years and who also represented the business knowledge so necessary to the successful management of a school, was MR. MORTIMER B. MASON of Boston. As head of the large paper manufacturing company of S. D. Warren Company, he was influential in business affairs throughout New England. Having spent some years of his life in Andover, and being connected with Abbot Academy through his mother who was a pupil here in 1841, he had a friendly interest in the school and a fairly intimate understanding of its history and its problems.

His generosity was of the greatest assistance in many difficult matters, but so quietly was it exercised that it is difficult to trace it all now and to give full value to what he did for the school. One of his most charming acts was at the time of the furnishing of Draper Hall. The great, empty building was looming up before Miss McKeen with the question of how to obtain even the bare necessities of furnishings for the big parlor. At this moment Mr. and Mrs. Mason quietly came forward and asked the privilege of being allowed to take the entire responsibility of both finishing and furnishing the room. The lifting of such a heavy burden from Miss McKeen was an act that neither she nor her intimate friends could ever forget.

Other gifts were made by Mr. Mason from time

to time and after his death in 1909 his son gave into the hands of Miss Means the sum of a thousand dollars to be used for the school in memory of his father as she might think wise. The school has benefited not only from the generosity of Mr. Mason, but also from the influence of a fine gentleman.

At the annual meeting in June, 1890, the Trustees elected to their number MR. ARTHUR S. JOHNSON, who served the school until 1912 when the pressure of the work in which he had long been engaged in connection with the Y.M.C.A. of Boston led him to resign at Abbot Academy.

He was always faithful to the routine work of the Board, generous with his time and his interest and his gifts. His resignation was greatly regretted by the Board and by those in the school who came in contact with him.

At the same meeting in 1890, another business man from Andover, MR. HORACE H. TYER, was chosen by the Trustees to become a member of the Board. For ten years Mr. Tyer was a most helpful Trustee, bringing to any question a quiet good sense and warm feeling which inspired confidence in his wisdom. He not only made gifts of money to supply various needs of the school but he gave thought to the social needs of both teachers and students, and many times the monotony of school life was greatly relieved by his courtesy in sharing his home with Abbot Academy. Ill health caused him to resign his office in 1900 but he left in the school a very delightful memory.

One characteristic which Mr. Tyer's friends do not forget is his intense love of flowers and his habit not only of filling his own home with rare and beautiful plants, but of sharing them most generously with his friends. One of the many times when his thoughtfulness for Abbot Academy added much to the beauty of an occasion was at the Draper Hall housewarming. Tall palms and tropic plants, the beautiful *Genista* with its wealth of sunshiny blossoms, great pots of the dainty graceful maiden hair fern were grouped most effectively in the public rooms and near the stairways, while lovely cut flowers graced the dining-room tables, all giving to the entire house the needed touch of charm and the refinement of beauty.

After the death of Professor Park, who had been President of the Board for over forty years, it was a very natural thing for the Trustees to add to their number in his place a man not only eminent in the church, but also one who would have a special interest in Abbot Academy.

THE REVEREND DOCTOR E. WINCHESTER DONALD was born in Andover and prepared for Amherst College at the Punchard School. After being graduated from the Union Theological Seminary of New York he was rector of the Church of the Intercession at Washington Heights and later, of the Church of the Ascension in New York, and from there he was called to be the successor of Phillips Brooks as rector of Trinity Church in Boston.

He was a man of dignified and impressive personality; he had a genial smile, a melodious voice

and a magnetic pulpit presence, and these qualities together with his great force of character contributed much to his personal charm.

As an Andover boy, he was always loyal to his native town, and he took hold of the work for Abbot Academy with a quick interest and a warmth of appreciation of its needs which made him most prompt to respond to any call for which he could spare time from his many other duties.

The records of the Trustees impress one with the fact that he was rarely absent from Trustees' meetings, thus giving his careful attention to the regular business of the school. He was greatly interested in the work of the Alumnæ Committee in their effort to raise the money for building McKean Memorial Hall and he lent the influence of his personality and position to aid them. He was made chairman of the Trustee committee for this building fund. The chapter on McKean Hall gives an account of a public meeting in the interest of Abbot Academy, held in the parlors of Trinity Church, over which Dr. Donald presided, and at which he spoke vigorously for the school.

His death occurred at his summer home in Ipswich in August, 1904, and though his official connection with the school had lasted only four short years, yet he had served the school so gladly and so wholeheartedly that his loss was keenly felt.

MR. JOHN ALDEN served the school most faithfully from the time of his election to the Board of Trustees in 1900 until his death in April, 1916, and for most of this period he was clerk of the Board. His profession as head of the Department of Chemistry



in the Pacific Mills of Lawrence made him unique in his value to the school. Mention is made elsewhere of his invaluable help in the reconstruction of Abbot Hall into a science building. It was a rare privilege to have the devoted service of a man who stood at the top in his line of work, and was well known in scientific circles not only in this country but in other countries.

But his service to the school was not limited to establishing well-equipped laboratories. Even before he was made a Trustee, he gave freely of his scientific knowledge to interest the school. More than once he turned Abbot Hall into an exhibition hall by arranging microscopes upon small tables around the walls of the room and showing some of the wonderful things in nature which a microscope reveals. More than once also has he given a finely developed lecture on the by-products of the distillation of coal tar, generously illustrated at every step. Visits were made by the science classes to the mills to see the practical applications of science in daily work on a large scale.

His scholarship, his wisdom, his genuine interest and sympathy in all that concerned the school made him of the greatest help to Trustees, Faculty, and students.

In December, 1904, two able young business men both having Andover connections were elected to the Board of Trustees. MR. EDWARD COE MILLS of Boston was always a faithful and valuable servant of the school until the time of his resignation in 1913. MR. GEORGE FERGUSON SMITH brought keen busi-

ness insight and excellent judgment to the work and he is still ably serving the school.

In October, 1905, the REVEREND GEORGE A. GORDON, of the Old South Church, Boston, was elected to fill the vacancy caused by the death of Mr. Draper. Although heavily laden with many other duties, Dr. Gordon was always ready to give his advice and to place his wisdom at the service of the school so long as he was a member of the Board but increasing work forced him to resign in December, 1912.

One other Trustee came upon the Board in 1910 just before the end of Miss Means's principalship, MR. GEORGE GILBERT DAVIS of North Andover.

Two others who are still in service are JUDGE MARCUS MORTON, who was elected in 1896 and the REVEREND MARKHAM W. STACKPOLE, who became a member of the Board in 1908.

#### THE TREASURERSHIP OF THE BOARD OF TRUSTEES

The important office of Treasurer was held by Mr. Draper for twenty-five years, from 1876 to 1901. It was then taken over by Colonel Ripley on December 11, 1901, and held by him until October, 1902, when SAMUEL LESTER FULLER was elected to the office. Mr. Fuller was then living in Andover and was a rising young business man of Boston. In 1906 Mr. Fuller moved to New York and in consequence he resigned the office of Treasurer of Abbot Academy. Mr. Fuller was a vigorous administrator of the finances of the school and looked forward to its enlargement and success.

At a special meeting of the Trustees on July 9,

1906, MR. BURTON SANDERSON FLAGG was elected as a member of the Board and also to the Treasurership, the latter work to begin with the next fiscal year beginning September, 1906.

Although Mr. Flagg was Treasurer of the Academy during the last six years of Miss Means's service as Principal, the story of his wonderful work for the school should be told as a whole and hence it properly belongs to a later period of school history.

## CHAPTER XXIV

### ALUMNÆ ACTIVITIES

THE work of The Alumnæ Association, a strong but quiet daughter, "progressive, alert, and wise," as Miss McKeen described her, has gone on unceasingly since 1871, bringing benefits to the school every year. Beginning with a relatively small membership, it grew slowly at first by the addition of a few new members each year, but in recent times the yearly increase has been fairly large. The small individual fee of five dollars thus adds a goodly sum to the principal annually and the income increases quite regularly. The invested fund now amounts to more than seven thousand dollars, and a moment's reflection shows that it is a great help to the school to have frequently two or three hundred dollars which may be used to supply a need or a desire independently of the school treasury.

The expense of putting in order and cataloguing the library has twice been met by the Alumnæ Association, first in 1893 and again in 1901. Gifts from the Association have been many. Valuable books, charts and maps; expensive physical and chemical apparatus; the first case for the card catalogue of school addresses; a copying machine; several microscopes; a stereopticon; gymnastic apparatus for Davis Hall; hymn books for chapel use; seats for rooms in the McKeen Memorial; these are some of

the things which have been supplied to the school by the income of the Alumnæ Association Fund.

The biggest piece of work undertaken by the Alumnæ Association was the raising of money to build McKeen Memorial Hall. Hardly was McKeen Hall finished before work was begun on the erection of the John-Esther Art Gallery and also on the making over of old Abbot Hall into a finely equipped science building. These last two works represent the generosity of four members of the Association who had already given liberally to the McKeen Building Fund. Three of them, Mary McGregor Means, Ann Middleton Means, and Helen Smith Coburn, gave over ten thousand dollars for remodeling Abbot Hall and the fourth, Esther Smith Byers, was the donor of the Art Gallery.

The constitution requires that a business meeting be held at Andover at Commencement time. Since 1887 it has been the custom to have a social mid-winter gathering in Boston and for many years this took the form of a luncheon held at the old Parker House or at Hotel Vendôme. Then for a few years a social tea was substituted for the more formal luncheon. The famous McKeen Breakfast, given in 1892 in honor of Miss McKeen, is described in Volume II of her History. This event led up to the formation of the Boston Abbot Club. For a few years the Association and the Club each attempted to hold a large social gathering in Boston in the winter. At a meeting at the Hotel Vendôme in February, 1897, Miss McKeen proposed that the Club and the Association should unite in the mid-winter social meeting. It is interesting to note that



this custom, which has been a satisfactory one ever since that time, was the result of Miss McKeen's thought and was, probably, her last suggestion to the two bodies.

The age of the Abbot Alumnæ Association does not seem at first thought to be remarkable, but it may well be proud of the fact that it is seven years older than the Phillips Academy Association which was formed in June, 1878. In one other matter Abbot led the way for Phillips; for after some years the Phillips Association opened its ranks to all former members of the school whether or not they are graduates.

One cannot write about the Alumnæ Association without making mention of the two who have served in the office of secretary and treasurer for most of the years of its existence. CHARLOTTE SWIFT of 1858 was devoted to the interest of the Association and was its Secretary from 1871 until 1880. She had been brought up in an atmosphere of loving service to Abbot Academy. Her mother was one of the pupils of 1829 and her father was for many years the devoted Trustee and Treasurer of the school. All who knew her will remember her cheery face, her gracious hospitality, her interest in books and her love for her garden.

Her successor in the office, also from the class of 1858, was AGNES PARK, whose period of service was from 1880 until her death in 1922. For forty-two years she was the faithful secretary and treasurer of the Association, and for ten years she was chairman of the Alumnæ Advisory Committee. No matter who were the other members of the changing

committee, she gave to it a sense of continuity and each year she brought a fresh and hearty interest as she came for the annual visit. She knew the school intimately for more than sixty years and her loyalty grew stronger with the passing of time.

There were many other Andover Alumnæ whose faithful attendance at the annual meeting of the Association on Commencement Day, year after year, has been one of the factors which have contributed largely to its strength and efficiency.

The Alumnæ Auxiliary Lecture Fund may well be considered as a memorial to its founder, Mrs. Henry B. F. Macfarland, better known as "Daisy Douglass," of the class of 1877, and also to Miss Maria Stockbridge Merrill, who later helped to put this fund into permanent form.

Soon after leaving school, Mrs. Macfarland, in 1881, urged upon the Alumnæ the need of more lectures in the school. Her earnest enthusiasm resulted in pledges from many Alumnæ to pay a certain sum annually for five years to provide such aid to instruction. For seventeen years Mrs. Macfarland made the yearly collection of these pledges and by her frequent appeals at the June meetings she secured new contributors to the Fund.

Many distinguished names are found in the list of lecturers for the twenty years from 1892 to 1912. Professor William James of Harvard gave two most instructive and charming lectures in 1898; one called "A Certain Blindness in Human Beings"; the second, "What Makes Our Lives Significant"; thirty years have not sufficed to blot out the memory of those two evenings, and there are people who even

now can recall the illustrations quoted by Professor James.

Professor John Tyler of Amherst has given many times a series of two or more of his fascinating Biology lectures; Professor Charles A. Young, famous in all countries as an astronomer; Professor Heilprin, from the Philadelphia Academy of Natural Science, well known in geological circles; Edward Howard Griggs, celebrated for his lectures in Art; Dr. Richard Burton, Dr. William Allan Neilson, and Dr. Henry van Dyke, all known for their fine literary taste and ability; — all these are but a few of the many fine lecturers brought to the school by this Alumnæ Lecture Fund.

At the Alumnæ Meeting in June, 1908, Mrs. Macfarland resigned her labor of love as annual collector of this fund and Miss Emily Means and Miss Merrill were appointed to choose a committee to carry on Mrs. Macfarland's work. It was difficult to find the person who had the leisure to attend to the matter. Miss Merrill felt keenly that a permanent fund should be collected and invested and the income used each year for lectures. After a time she took up the self-imposed task of making such a collection, setting five thousand dollars as her goal, which she soon reached. But the cost of lectures has increased greatly since 1910 and this fund is no longer sufficient to pay for all the lectures given at the school and it has to be supplemented from the school treasury.

## CHAPTER XXV

### THE STORY OF McKEEN MEMORIAL AND DAVIS HALL

MISS McKEEN has told a stirring tale in volume two of the raising of the fund to build Draper Hall, a work begun by her in 1886 at the request of the Trustees. Few people realize that originally the plan for new buildings included a central building with wings to house the students in French and German, and also a building for recitations. To carry out this larger plan demanded a greater fund than could be raised at one time, and the Trustees were obliged to limit the work to the erection of one building for residence, Draper Hall, which was opened in 1890.

Great as was Miss McKeen's pleasure and satisfaction in the new residence hall, she never lost sight of the need of more and larger and better-equipped classrooms, but, so far as the writer knows, nothing definite was attempted in the remaining two years of her principalship. However, she had sown the seed of strong desire and this showed signs of life soon after Miss Watson's coming in September, 1892. A new Principal would be sure to recognize the cramped and inadequate accommodations for the academic work of the school, and in her quiet, unassuming way Miss Watson fostered a feeling of unrest and dissatisfaction among the girls of the fall of 1892. There were in the Senior class, girls earnest in purpose, vigorous in mind, fertile in re-

sources, and loyal to the school, and they took the lead in encouraging enthusiasm for a new school building, and in generous giving to start a fund for this purpose. One of the precious possessions of the school is a little piece of paper dated March 27, 1893, and signed by Mr. Draper, and which read thus:

"Received from Miss Laura S. Watson 200 dollars, contributions from the students of Abbot Academy for a new school building."

The value of this piece of paper is far greater than the two hundred dollars for which it is the receipt. But the girls who gave this initial sum did not limit themselves to giving money. On March 4, 1893, they sent the Senior President, Anna Tucker Nettleton, to the Boston Abbot Club to present to their older sisters the need of a new chapel and school building, and to urge them to make every possible effort towards its erection. On March 16, 1894, an "Abbot Benefit" was given in Abbot Hall by the class of 1894. The programme was in two parts: "Scenes from Kenilworth," and "Studies from Greek and Roman Sculpture," and quite a sum of money was raised for the building fund. The girls of to-day, who have the comfort of the large stage in McKen Hall and the surrounding space for the staging of plays, have no conception of the difficulties surmounted by the girls who presented this "Abbot Benefit" in 1894. It is only their due to say that rarely has anything so beautiful been presented by any group of Abbot girls as were those scenes from "Kenilworth."

A few days before Commencement Day of 1894,



the announcement was made that a legacy of five thousand dollars had been left by Mrs. Phoebe Abbot Ballard Chandler, one of the group of pupils who gathered in Abbot Hall for the first session of May 6, 1829, and that this legacy was to be added to the fund for new buildings. Thrilled by this news and stimulated to new effort, a mass meeting of students was held and pledges were made amounting to six hundred and sixty dollars, to be paid by October 1, 1894. At the same time the Trustees appointed a committee to consider plans for the new building, and to report at the next annual meeting. This committee, Professor John Phelps Taylor, Mr. Horace H. Tyer, and Professor John Wesley Churchill, immediately began upon the work, but the girls did not cease to keep up their part of the work of reminding people of the need for a new school building.

The "Courant" editors of 1895 placed at the beginning of the school journal for the June number the following paragraph in bold and impressive type:

"Contributions however small will be received by the Courant and placed on interest for the proposed new Academy building. Will all readers of the Courant join in making this 'Fund' of substantial help to old Abbot; and will each Courant subscriber solicit money and arouse enthusiasm of classmates and Abbot friends by conversation and letter writing. We need at once a fully equipped building with suitable accommodations for large classes, and an assembly room for the pupils and friends of the school on public occasions.

“Address, Abbot Courant Building Fund, Abbot Academy, Andover.” It is plain that by this time, June, 1895, a reliable beginning had been made towards plans for the needed school building and the work went on slowly and quietly for a few years. The death of Miss McKeen in May, 1898, crystalized the thought in the minds of several people, and at the Alumnæ meeting in June, action was taken regarding a permanent memorial to Miss McKeen. A committee was appointed consisting of the newly elected Principal, Miss Means, the President and Secretary of the Alumnæ Association, and also the President and Secretary of the Boston and of the New York Abbot Clubs. At the next midwinter meeting of the Alumnæ Association and the Boston Club, held in Boston in February, 1899, a letter was read from the executive committee of the club making the definite proposition to erect a new school building as a memorial to the McKeen sisters, and Professor Churchill showed tentative plans for such a building. The Principal, Miss Emily Means, urged the need and laid emphasis on the strong desire of the Alumnæ to express their love and gratitude to Miss McKeen by such a memorial. A committee was appointed to plan methods of reaching old scholars. On the afternoon of the first of June, 1899, a public meeting of the McKeen Memorial Committee was held in the chapel of Trinity Church, Boston, and this meeting was addressed by the Reverend E. Winchester Donald, rector of Trinity. At this meeting pledges for one thousand dollars each were made by the two sisters, Anne and Mary Means, and for five hundred dollars by

Miss Emily Means. To each member of the Alumnae Committee of twelve women the school owes deep gratitude; but especially to its chairman, Miss Anne Middleton Means, and its treasurer, Miss Mary Frances Merriam, is credit due for the vigorous way in which the campaign for funds was carried on. At the midwinter meeting of the Alumnae Association in February, 1900, they reported the sum of twenty-four thousand dollars, a good beginning on the sixty thousand which was the first estimate of the amount needed. In June, 1902, the fund was reported as amounting to forty-three thousand, three hundred and seventy-one dollars, a gain of about twenty thousand in less than eighteen months; a gain by constant small gifts.

But while the work of accumulation was slow, it was steady, for interest did not flag in any group of workers. In the school itself the great desire to help is shown by the fact that the Senior class of 1900, of 1901, and of 1902, each gave its annual Senior play for the benefit of the McKean building fund. And the Faculty did not lag behind. In May, 1901, four of them, assisted by several of the Andover Alumnae, together with friends from the Phillips Academy Faculty and from the Theological Seminary, gave a very successful entertainment in the Town Hall — "A Scrap of Paper" — which netted a goodly sum for the building fund.

As for the Trustees, if you look at the records of the Board, you may read there a letter dated June 20, 1902, written by Dr. Donald to Mr. Alden, and in it he shows very clearly how faithfully he has carried in his mind and heart the need of Abbot

Academy. He states three reasons why, in his opinion, it would be wise for the Trustees to contract a debt of several thousand dollars in order that the McKeen Memorial Building might be started at once, and at the same time he himself pledged a certain sum annually towards the payment of the interest on such a debt. In the record for December of that same year, 1902, another letter is found, this time from the Trustee who came forward at a similar critical moment in the history of the raising of the money to build Draper Hall and gave the sum needed to complete the amount desired.

This letter from Mr. Draper is very simple in its wording, but thrilling in its effect upon the interested reader. He says, in brief, that in consideration of the increasing need and to avoid further delay of the work, he wishes to donate under certain conditions seven thousand five hundred dollars (\$7500) towards building and furnishing the Memorial Building. He then states his conditions and closes the letter with this sentence: "This offer, the equivalent of one hundred dollars each of the seventy-five years of the three-quarter century life of the oldest incorporated academy in the country, exclusively for girls, is made in the hope that the building shall be completed before the close of that period." And lastly, at that same Trustees' meeting a second letter was presented offering the loan of funds to the amount of ten thousand dollars (\$10,000) to the building fund, and this was from the Principal of the school.

All these evidences of willingness to help made it



possible for the Trustees to begin on the work preliminary to actual construction, and Trustee meetings were necessary almost every week in the spring. By the time Commencement Day arrived, everything was ready for the laying of the corner-stone. This took place on Saturday, June 20, 1903. The exercises were simple but impressive. The school sang Mendelssohn's beautiful chorale, "Let All Men Praise the Lord," and Dr. Day, President of the Theological Seminary, made a prayer which fitly expressed the reverent gratitude of all present. Then followed a brief address by Professor Taylor, ending with the reading of the list of sixteen articles which had been placed in the box of the corner-stone. Then the workmen lowered the stone in place and with a threefold tap of the hammer, in the name of the Triune God, the stone was pronounced well and truly laid. The President of the class of 1903, Elizabeth Walker Gilbert, the President of the Alumnæ Association, Mrs. Emma Meacham Davis (A.A. 1875), the chairman of the Memorial Committee, Anne Middleton Means (A.A. 1861), the Principal of the school (A.A. 1869) and a representative from the Board of Trustees, Warren Fales Draper, together covered the stone with earth. Following this part of the ceremony, prayer was offered by the Reverend Frank R. Shipman, pastor of the South Church, the school sang "How Firm A Foundation," and the ceremony was closed with the benediction pronounced by Alfred E. Stearns of Phillips Academy.

But this was not the end of good things for the fund. At the Alumnæ Association meeting held



later in the day, a letter from Dr. Donald was read in which he authorized Dr. Merriman to announce the gift of ten thousand dollars by Mr. George G. Davis of North Andover for the completion of the assembly hall in the new building, the same to be named Davis Memorial Hall in honor of his father, George L. Davis, whose period of service as Trustee had coincided almost exactly with the thirty-three years of Miss McKeen's principalship. This gift not only brought great satisfaction to the Alumnæ, but it must have been especially pleasing to Dr. Donald, a close friend of Mr. Davis.

Steadily through the weeks of the summer and of the school year of 1903-04 the work of building went on, and by June, 1904, the building was ready for dedication, at the time of the seventy-fifth anniversary of the opening of the school. Another simple but impressive programme was carried out. The school chorus chanted the psalm which has for so long a time been especially associated with the life of the school, "I will lift up mine eyes unto the hills," set to music by Mr. Downs, and Professor Taylor made the opening prayer of dedication. This was followed by Dr. Merriman's short and stirring address, and then came greetings from the institutions on the hill, brought by their respective heads, Dr. Day and Dr. Stearns. The ceremony closed with a prayer and benediction pronounced by Professor Hincks.

After graduation exercises in the South Church the Alumnæ returned to McKeen Hall and a luncheon was served to three hundred of them in the big upper room on the second floor. Miss Anna Dawes

presided over the exercises following the luncheon and introduced each speaker in her own inimitable fashion. Miss Susanna Jackson spoke on the past of the school, paying special tribute to Phœbe Abbot Ballard Chandler, a member of the school in 1829 and the friend who gave the first five thousand dollars to the building fund. Then followed Mrs. Macfarland, "Daisy Douglass," of 1877, and Mary Byers Smith of 1904 who spoke of the present of the school; Alice French of 1868, known to the literary world as "Octave Thanet," had for her subject "The Future"; another member of '68, Miss Mary Spalding, paid tribute to the McKeen sisters; and Miss Agnes Park of 1858 spoke of the work of the Memorial Fund Committee. And so the McKeen Memorial Building and the Davis Memorial Hall, the gift of Alumnæ and close friends of the McKeen sisters were consecrated and given over to the school for its daily use, but there were still many details to be provided for the comfort of students and teachers.

The classrooms were destitute of nearly everything necessary and the work of furnishing for students an adequate supply of modern chairs with arms is hardly yet completed (1929). Gifts from the Abbot clubs and from individuals and classes have supplied comfort and beauty to the building. A notable thing has been done by the class of '86 in framing and hanging upon the walls of the corridors many photographs of sculpture and of architecture famous in the art of the world. Seven beautiful large Greek casts which Dr. and Mrs. Merriman had recently brought from Europe to the school were placed upon the walls of the first floor corridor.

As for Davis Hall, the school had purchased the movable apparatus needed to make a gymnasium of it in the hours when it was to be used for this work, but as yet there were no seats for it whenever it was to serve as a lecture or concert hall. Davis Hall had been formally dedicated on the twenty-first of June. Its stately and pleasing proportions, its beautiful barrel ceiling, the decorative organ loft over the ample entrance, the generous stage with its well-designed arch, the fine arrangement of its electric lighting, all made it a beautiful room to look at, but it was not yet comfortable to use since it was entirely empty of seating facilities. Perhaps Miss Means thought that the best way to secure the proper seats would be to emphasize the lack of them by opening the hall to the public by inviting them to a lecture.

This first lecture was given on Tuesday evening, December 6, 1904, and all Andover was invited to hear Booker T. Washington, and most of Andover came. Dr. Merriman presided and introduced the lecturer who spoke on "The Race Problem and Tuskegee Institute" with such vigor and rare fluency of language that the audience seemed to forget that they were seated on the hard wooden benches loaned in most friendly fashion by the town fathers from the town hall. The next issue of the Andover "Townsmen" in commenting upon the lecture and the evident need of a modern seating outfit for Davis Hall, said, "How would it do for the excellent amateur theatrical and musical talent in town to prepare one of their excellent 'shows' and sell the seats at just the cost of a new single chair? The

individual cost would be no more than a first class theater or symphony ticket and a beautiful hall would then be thoroughly equipped for a long time. We'll give all the printing as the first contribution to the expense." But before this friendly and generous suggestion by the "Townsmen" could be carried into effect, Mr. George G. Davis of North Andover again came forward and again made the school his debtor by furnishing Davis Hall with more than five hundred chairs. About the same time a stage curtain was purchased with the money which had been made by the play given in 1903 by some of the Abbot Faculty and their friends.

On the lowest floor of McKeen Hall was a large room for the use of the day scholars, but it was merely a bare room containing nothing but an old discarded wooden table and chair. The day scholars of 1904-05 were inspired with the idea of furnishing the room themselves without waiting for a gift from Alumnae or friends; so they set about preparing a play which was presented on the stage of Davis Hall the evening of Tuesday, January 24, 1905. It was a charming Japanese play, "The Revenge of Shari-Hot-Su," and was remarkably well given by these young girls. It ought to be a matter of pride to all day scholars to remember that the first play given on the Davis Hall stage was given by them, and that even though the entrance fee was the modest sum of thirty-five cents they netted money enough to buy a handsome oak table and several oak chairs to use as a study table and chairs. A long window seat was furnished with thick cushions and luxurious pillows: several pictures for the walls were



given by interested friends but the gift which was most pleasing to the day scholars was that of the table furnishings and a waste basket from the girls of Draper Hall.

The class of 1905 naturally rejoiced in the spacious stage and hall and the wonderful new chairs, as they presented on Tuesday evening, April 25, 1905, the first Senior play to be given in Davis Hall, Shakespeare's "Two Gentlemen of Verona." Theirs was the year of "first things," and on the evening of June 13, the classes of 1905 and 1906 enjoyed the thrilling experience of a reception and dance given them by the Trustees, the first "Prom" at Abbot Academy — this having been made not only possible, but, as Miss Means remarked, inevitable, by the possession of the beautiful Davis Hall.

At Commencement time in June, 1905, the school was able for the first time since its early days to invite its friends to hear the musicale and the Draper reading in a spacious and comfortable hall, large enough to receive all who wished to come, and thus Davis Hall became an indispensable part of the school life.

The story of the building of McKen Memorial and Davis Hall is a story of the greatest importance in the history of the school, for it is the record of the love and loyalty of its students, its Alumnæ and friends, both for the McKen sisters and for the school itself. This story gives the thoughtful person quite a different feeling from that of the building of any other one of the halls. Abbot Hall was built before there were any Abbot girls; Smith Hall was given by two wealthy men and furnished by the



work of Andover women; Draper Hall was due largely to the effort of Miss McKeen and the generosity of Mr. Draper; the John-Esther Art Gallery with its contents was the bequest of an Abbot girl and is a memorial to her and her husband; the Infirmary represents especially the interest and the effort of Professor and Mrs. Taylor as well as their generous gifts. All these buildings are due almost wholly to the efforts and the gifts of mature people. But McKeen Hall represents to a large degree the enthusiasm, the faith, the desire and the vigorous effort of young girls. From 1892 to 1904 the girls in the school were constantly working to secure, first a beautiful school building, and later a fitting memorial to Miss McKeen, and their determined effort was a powerful factor in the work. The impatience and the restlessness, the vigor and the exaltation, the joy and the beauty of youth belong most fittingly to the atmosphere of McKeen Hall.

## CHAPTER XXVI

### THE JOHN-ESTHER ART GALLERY

THE ART GALLERY is unique in its history. Of all the buildings now forming Abbot Academy it is the only one which represents the generosity of but one person.

ESTHER SMITH BYERS was a native of Andover and attended Abbot Academy from 1848 to 1852 and again for the year 1853-54. She was married to John Byers in 1865 and moved to New York, but she was always a constant visitor in Andover and finally built for herself a lovely summer home on the site of the old Congregational parsonage which had been for many years the home of the Means family. This brief statement shows her intimate connection with Andover life for many years. After her death in 1904, it was found that she had left a wonderful tribute of her love for her native Andover and her loyalty to Abbot Academy by giving to the school all the paintings, the bronzes, the pieces of statuary, the engravings and other works of art which had been contained in her New York home, together with the sum of forty thousand dollars to erect a fireproof building to hold and exhibit them. The conditions of the will required that the building should be erected within two years, that it should be conveniently located on the Academy grounds for access by the Andover public, and that it should be called the John-Esther Art Gallery, thus uniting her own name with that of her husband.

The Trustees accepted this trust and at once made a careful study of the grounds and buildings that the location might be satisfactory. It was decided to place the building between Abbot Hall and School Street in order that it should be easily accessible to the public without disturbing the privacy of the school grounds. The Gallery was to seem to be a wing of Abbot Hall, although really distinct from it, as would be required in a fireproof building. It was to carry out the colonial style of Abbot Hall and the exterior was to be made of similar material. Ground was broken on May 10, 1906, and when the school reopened in September, 1906, the exterior was nearly completed, and already the new building seemed very much a part of the old building. The finishing of the interior and the proper placing of the various art objects left by Mrs. Byers to fill it required some months, but at last came the time for the ceremony of dedication and the formal opening on the evening of February 26, 1907. The exercises were simple and impressive, beginning with music, a setting of Whittier's poem, "The Hero," written by Mr. Downs for the occasion and sung by the school. Following this came a brief statement made by Dr. Merriman, President of the Board of Trustees, and then the address by the orator of the occasion, President Charles W. Eliot of Harvard University. His subject was "The Durable Satisfactions of Life." A trio from Schumann's "Paradise and the Peri" was sung by the school and then the audience was invited to visit the Gallery and enjoy the art collections in it.

The Gallery is open Saturday afternoons through-

out the year for the benefit of the Andover public and also at other times when there are special exhibitions. The fireproof construction and the very satisfactory lighting of the building soon made it evident that it would be possible to secure fine special exhibits, and also that people having valuable pictures would find it a convenient and desirable thing to loan them to the school. For many winters four beautiful oil paintings by Charles H. Davis and a water-color snow scene by Dodge MacKnight were regularly on exhibition, loaned by Miss Anne Means. In 1909, a private collection of fourteen oils owned by Mrs. Augustus E. Bachelder of Andover was hung in the Gallery. This collection included one Corot, two scenes by Tenier, a Didier, and several other examples of the work of well-known artists. Other Andover friends have been glad to loan pictures to the Gallery for a longer or shorter time. The first large special exhibition was that of the sea pictures of Charles Woodbury held in May, 1909. That same year there was a fine exhibit of a dozen or more oils loaned by R. C. and N. M. Vose of the Vose Galleries in Boston.

## CHAPTER XXVII

### THE RECONSTRUCTION OF ABBOT HALL

OLD ABBOT HALL as it now stands is most truly a memorial not only to the woman whose name it bears, but also to the three generous Alumnæ who, at the critical moment of its history, made the gifts necessary to change it into a "Science Building" in 1906.

While the plans for building McKeen Memorial Hall were being decided upon and then enthusiastically carried out, the question concerning the use to be made of Abbot Hall was puzzling Trustees, Principal, and Faculty. Erected in 1828-29, facing School Street, moved to its present position at right angles to the original site in 1888 and somewhat remodeled as to interior, it had become necessary to make it over a second time if it was to be an important unit in the expanding Abbot Academy. As early as 1902, the Trustees had carefully considered the desirability of making the two lower floors of the building into rooms which should be fitted up for use in the various sciences. To make such a change would require several thousand dollars, and to secure such a sum from Alumnæ immediately after their generous gifts for building McKeen Memorial Hall seemed a big undertaking and a severe test of the loyalty of old girls. It was therefore specially pleasing to the school and a cause for great gratitude, that



three "old girls" who had given generously to the McKean Memorial Fund came forward and quietly pledged the thousands needed to put Abbot Hall into the condition of greatest usefulness.

The changes made on the first and second floors are described in the chapter on Science. It was most satisfactory to old girls and friends that it was possible to keep unchanged the old chapel, the room most intimately connected with the life of the school. A bronze tablet on the wall at the foot of the stairway commonly used by the students briefly records the history of Abbot Hall and the names of the three generous Alumnæ, Helen G. (Smith) Coburn, 1854, Anne Middleton Means, 1861, and Mary McGregor Means, 1869. The death of Mary Means in 1904 and of Mrs. Coburn in 1905 left Anne Means the only one of the three to see, in 1906, the finished results of their gifts.

Mrs. Coburn had been a warm friend of Miss McKean, but although her connection with the school became less intimate in later years, there are many evidences of her continued interest in it. In March, 1892, just before Miss McKean left the school, Mrs. Coburn sent to the Trustees a check for two thousand dollars to establish a scholarship for Andover girls, and after her death in 1905 her will was found to contain a bequest to the school of ten thousand dollars. In the Mason Drawing Room in Draper Hall there stands a beautiful cabinet, a choice specimen of Chinese art and workmanship. This came to the school as a gift from the Coburn home in Andover and with its contents, an interesting collection of shells and minerals made by Mr.

Coburn in his travels, forms a delightful reminder of the loyal generosity of an "old girl."

Anne Means had already given lavishly of her time, her strength, and her influence as Chairman of the McKen Memorial Building Fund, as well as of her money, and her interest in these matters brought her often in contact with the school. She was in the habit of spending several months of the year in her summer home in Andover and many in the school had the chance to know and admire and enjoy this woman of strong character, delightful humor and charming social gifts, and to many old girls "Miss Anne" is a delightful memory. The fiction department of the Library owes much to her generosity, for it was her habit each autumn, as she closed her Andover home, to send up to the school the collection of novels which had accumulated during the long summer. Later the Art Gallery was enriched for many winters by the loan of several valuable paintings from this same Andover home, notably a group of four beautiful landscapes by Charles H. Davis, which the Gallery has greatly missed since the death of "Miss Anne" in 1923.

## CHAPTER XXVIII

### ABBOT ACADEMY AT THE WORLD'S FAIR IN CHICAGO

IN 1893, the Andover paper and several Boston newspapers contained brief paragraphs concerning the representation of Abbot Academy at the World's Fair in Chicago. Mr. and Mrs. Draper spent a month in or near Chicago for the purpose of visiting the Fair and Miss McKeen was with them for at least a part of this time. Soon after the Fair opened, Miss McKeen noticed an exhibit by Lasell Seminary made in a small space in the Woman's Building, and, with her quick thought for anything which might benefit Abbot Academy, she suggested to the Drapers the advantage of having a space which might be used for exhibiting photographs of the school and specimens of work done in it, and also as a social center for the meeting of Abbot friends.

At once Mr. Draper secured Space 47 in the Organization Room of the Woman's Building, and there he and Miss McKeen arranged the photographs and the test papers, essays, records of scientific experiments, language and mathematics papers and the art work, all of which were collected from the regular work of the school. Well do those who were concerned in it remember the strenuous efforts made by teachers and students to collect this exhibit to be sent on to Chicago as promptly as possible. With their unflinching interest the Drapers gave not only

much time to this undertaking, but they also bore all the expense of it.

The effort was successful as a social experiment, as is shown by the long list of names recorded in the Visitors' Book. The exhibit earned splendid recognition for the school from the officials of the Columbian Exposition, as is shown by the certificate of award which for more than thirty years has hung on the wall of the corridor near the guest entrance of Draper Hall. Miss McKeen herself also received from the Board of Lady Managers a Diploma in recognition of her efforts in arranging the exhibit, and a letter from the Chairman on Awards. These two documents hang upon the walls of the Library and are tokens of a recognition of which the school is justly proud. A bronze medal was also received.

The following paragraphs from the "Courant" express the feelings of old girls concerning the exhibit:

"'Space 47, Organization Room, Woman's Building,' is now a familiar term to many Abbot Academy girls. Among the bewildering memories of the World's Fair, 'Space 47' will henceforth be lighted by a special glint of sunshine, and will awaken a warm, home-feeling about the heart. This was the meeting-place where, surrounded by photographs of the school buildings and grounds, and interior views of familiar rooms, the old scholars recorded their names and often experienced pleasant surprises in greeting old school friends.

"The Register kept here covers large geographical limits, extending from Maine upon the Northeast, to Colorado, Utah, and California upon the

West, and from Minnesota and Dakota upon the North, to Florida, Louisiana, and New Mexico on the Southern border. The dates of connection with the school reach back from 1893 to 1839, ten years from the birthday of Abbot Academy. The list of three hundred and fifteen names is interesting reading."

A few years later, through the influence of the Boston Abbot Club, the school was represented at the Atlanta Exposition, but this exhibit was on a smaller scale. The collection forming the exhibit consisted of "Courants," pamphlets, and various souvenirs of events in the history of the Academy. There were also two groups of photographs framed in oak, and a Register modeled upon the one which did such good service at the World's Fair in Chicago.



## CHAPTER XXIX

### SPORTS AND GAMES

IN Miss McKeen's day the work in physical education was limited to classes in gymnastics under the care of a pupil teacher, and at that time the exercise was probably chiefly drill with Indian clubs and dumb-bells. The catalogue of 1883 contains on the list of Faculty the name of Mary Robbins Hillard, of the class of '83; that of '84 has the name of Jane Lincoln Greeley, of the class of '84; in 1885 we find Addie Isabel Fogg of '85, and in 1886 occurs the name of Julia M. Spear, of the class of '86; all of them teaching gymnastics in their senior year.

From 1886 to 1890 no name appears on the list of Faculty as teacher of gymnastics, but as Miss Greeley was then a regular member of the Faculty teaching Latin, she also gave all the gymnastic drill. In the winter of 1890-91, there were two voluntary classes of twenty-five pupils each, instructed twice a week in the Swedish system of gymnastics by Miss Maude Hopkins, from the Boston Normal School of Gymnastics. In 1891-92, the work begun by Miss Hopkins was continued by Miss Catherine F. Pedrick of Lawrence, who was also a graduate of the Boston Normal School.

In September, 1892, Miss Jeannie Jillson, A.A. 1887, returned to the school as teacher of gymnastics and elocution, but after a few weeks she was obliged to give up the work because of ill health, and the year's work was completed by Miss Lilian Northrop

Stoddard, a graduate of Wellesley College in the famous class of 1880.

In September, 1893, Evelyn Farnham Durfee took charge of the two departments of elocution and gymnastics and carried on the work until she resigned from the position in June, 1910, after seventeen years of most successful work. Of the class work in gymnastics during all these years there is no need to speak, as that was carried on with regularity, and according to methods well established, but the interesting part of the subject is the slow development of the idea of regular outdoor sports for girls.

The very first number of the "Courant," published in June, 1873, several times makes mention of outdoor sports, but evidently the two which were of interest to the editors were baseball and croquet. The two classes of '73 and '74 were reported each of them as having formed a "Nine."

An editorial in the "Courant" of January, 1894, shows that the desirability of regular sports for girls was a question coming before the girls themselves and this wise young editor says: "The introduction of athletics into girls' schools and colleges is becoming a topic of general conversation. It is a well-known fact that to be strong physically, mentally and morally, one must have a certain amount of good healthful exercise. But the question is, Where shall the line be drawn? Shall we be content with a few indoor sports or shall we plunge heart and soul into the rough and tumble of many an outdoor game? There is a happy medium and there the young girl athlete should pause before she makes her choice of sports."

Tennis is evidently considered by the editor as a sufficiently safe and ladylike sport and she recommends it as a healthful exercise. The same number of the "Courant" chronicles a successful tennis tournament in which there were twenty-two entries and for which the first prize was an Abbot souvenir spoon and the second was a book of etchings! Nowadays, in 1929, the winner is sufficiently rewarded by having her name cheered by her schoolmates and by the thought of the number of points she has made, although her name may also be engraved upon the cup.

For some years after this there seems to have been no special interest in athletics. The "Courant" reports frequent entertainments by the elocution department on Saturday afternoons, and the Draper readings and plays seem to go on regularly with great interest but there was no apparent interest in sports. At last, in 1897, it is reported that there is lively interest in basket-ball throughout the fall, and that the choosing of permanent sides increased this interest. These sides, or teams, were captained by two teachers, Miss Durfee and Miss Terrill, and a young theologian gave his services as coach. Various kinds of athletic "clubs" were formed from time to time. In 1896, the girls of Smith Hall organized a walking club, and long walks to Prospect Hill and Mill's Hill and Foster's Pond were greatly enjoyed. This voluntary club was thus the forerunner of the present day "chaperoned walks."

In 1897, bicycle riding had become an interesting form of exercise for women, and an editorial in the "Courant" of June, 1897, reads as follows:

"The introduction of bicycle riding in Abbot Academy was attended with some perturbation from within and some slight criticism from friends outside who feared difficulties in connection with such pleasure in an academic town. The members of the Faculty, however, agreed to learn to ride in order that they might act as chaperons, and at the beginning of the spring term enough teachers had gained control of the bicycle to make it possible for a party to ride several times a week. A bicycle club of twenty-eight members has been formed but the whole company has never been on the road together. The largest party that has gone out together is thirteen and the longest distance is fifteen miles. The roads to North Andover, to Ballardvale, to Lawrence, the old Turnpike and Salem Street have become familiar ground. The gains to the school have been most gratifying; with the increased love of Andover which must always come with the memory of the beautiful background of so many happy times, has come, too, a renewed enthusiasm for work and an added zeal in improving the opportunities which the school courses afford."

The degree of self-sacrifice to which the Faculty attained is worthy of note. They even cut off a day from their own spring vacation in order to have extra training from a young bicycle expert who came out from Boston on the day school closed and gave lessons to all (or most of) the Faculty, who patiently rode around, and around, and around the circle in the hope of attaining sufficient skill to make it possible for parties of girls to be chaperoned on rides in the coming spring term. And some of them did!

Nothing more is heard concerning these clubs. In 1898, the interest in basket-ball seems to be revived, and in the spring term of 1899 a new and increasing interest in athletics was shown. This was first exhibited in the effort made to secure a dirt tennis court, and when this was completed great enthusiasm was shown for the tennis tournament which followed. The announcement that June 7, 1899, would be a day devoted to athletic sports aroused the girls to begin the training which should develop muscle and skill. Seniors and Senior Middlers chose baseball nines and began practice; basket-ball teams were newly organized and began work under Miss Chickering's coaching; other girls began training with Miss Durfee for the hundred-yard dash, shot-put, hurdle races, broad jump, walking matches, three-legged race, and the slow bicycle race. A group of four pictures of Field Day activities forms the frontispiece of the "Courant" for June, 1899, and as a study in athletic costume of the "late nineties" it is well worth examination. The description of this first Field Day was given with great restraint on the part of the "Courant," even though some of the successful competitors in the games were members of the board of editors. In the light of later history it is interesting to note that the Faculty and Senior class of Bradford Academy were the guests of honor of the day; also that the baseball game was very graciously umpired by a well-known member of the present Faculty of Phillips Academy, Mr. Freeman!

The next number of the "Courant," which appeared in December, 1899, says that "the athletic



spirit that was so conspicuous on Field Day last June has not waned this fall," and it continues to speak not only of the various games already enjoyed by the school, but also it says, "But the new golf links at the back of the grove has proved the attraction — a dangerous rival to the older sports. Here again we must thank a member of the Ripley family. It was Colonel Ripley's generosity that made the new dirt (tennis) court possible; Mr. Alfred Ripley's skill that marked out our new links with the six well-placed holes, and his generosity which furnished the red flags and flagpoles. The course starts under the shadow of Sunset Lodge, crosses Maple Walk, skirts the edge of the grove, jumps the ditch, runs across the open pasture and finally ends by a return drive dangerously near the bramble bushes. The greens are in good condition, there are bunkers and hazards and everything to make golf most popular." With great wisdom and insight shown by the young writer the editorial ends thus: "We welcome this new athletic spirit. It means hours spent in good vigorous exercise on the campus; it means health and strength and above all the growth of that school spirit which should fill every loyal heart." However, that these wise young editors were still a bit frivolous is evidenced now and then, as we see these lines which head one of the advertising pages, where perhaps they escaped the critical eye of the Faculty censor:

"There is a new golf course at Abbot,  
And each afternoon 'tis the habit,  
Of each skillful maiden, with many clubs laden.  
To skip round the course like a rabbit."

June 6, 1900, was set apart for the second Field Day and it was reported to be as great a success as was the first. The same guests of honor came from Bradford Academy and again the baseball game seems to be the most interesting event in the eyes of the girls, perhaps more interesting because again it was honored by having as umpire another well-known Phillips Academy instructor, Mr. Alfred E. Stearns.

In the fall of 1900, a croquet ground was laid out and many enthusiastic croquet parties were enjoyed, although it was evidently looked upon by the more athletic girls as a rather "ladylike sport," as witness these lines in the "Courant":

"And then perhaps at half-past four,  
Wide open swings the tower door,  
And out come they  
Who play croquet  
To while away an hour or more.

"But no athletic maidens these,  
No falling hairpins do they seize;  
Each one is dressed  
All in her best,  
They look as pretty as you please."

A riding school was started in Andover in the summer of 1901, and a goodly number of girls eagerly took advantage of the opportunity for horseback riding that fall, but nothing could equal in interest the playing of basket-ball because of the challenge which was received from Bradford Academy.

Basket-ball, as already stated, had been introduced in 1897 with some enthusiasm shown by a few girls, and the playing of a few games among them-

selves but the interest was not very widespread or steady in the school. This was probably partly due to the fact that the game as it was first played, and was coached, seemed somewhat rough and it repelled some girls. In 1899, the interest was again aroused and four teams were formed which played together twice a week, and after a few weeks of work a "first team" was chosen for Seniors and Senior Middlers, but in 1901, the enthusiasm of the whole school was roused by the challenge sent from Bradford Academy and accepted by Abbot to play a game of basket-ball on November 13. The game was played at the Haverhill Y.M.C.A. Gymnasium and was well played by both sides with a final score in favor of Bradford.

The next spring Abbot challenged Bradford to a game on the Abbot Field on April 28, 1902, and this game also resulted with a score of 5-2 in Bradford's favor. The two schools by this time seemed to be well started in a basket-ball contest, and almost as a matter of course a game was arranged in the fall for November 11, 1902, and this time Abbot was the victor with a score of 5-4. This victory was celebrated in the evening by a candlelight procession of the school to visit Mr. and Mrs. Draper, and Miss Means honored the team by giving it a luncheon party.

What happened in basket-ball history in 1903 seems lost in darkness, but in 1904, on the afternoon of May 25, the first and second teams and the Seniors went to Bradford for the game of the year. The company started out as a rather subdued crowd, because Abbot girls knew that Bradford had been prac-

ting during the winter, while the Abbot team had put in but two weeks' practice since late fall. They returned full of enthusiasm, having made a score of 17-9 against Bradford. In the spring of 1905, on May 10, the school returned from Bradford disappointed but cheerful after losing the annual game, the score being 22-6, and the fall game on October 25 was also a victory for Bradford, with the score 5-2.

The next number of the "Courant" contains a very plain editorial on the previous lack of sufficient school spirit in sports, remarking that the fall of 1905 was the first season in the history of the games that the girls had turned out to watch the practice in sufficient numbers to make the players feel that they were interested in the athletic standing of the school. The editorial continues thus: "We sincerely hope that this spirit will continue through the year, so that we may make the Indoor Meet and Field Day noted for records, and win the basket-ball game in the spring. For we want to win the next basket-ball game, — we have been defeated three times to Bradford's twice; we have been out-played for two years. We have been told lately that it is a great thing to learn to be defeated cheerfully; we have studied that lesson and we hope we have learned it thoroughly; but it is just as great a thing, and incidentally much more fun, to learn to take victory wisely. So let us be up and doing something in the way of sports, and whatever we do, whether we play hockey, skate, run, jump or play basket-ball, let us play first for the sake of the game and then for the love of the school and the hope of victory."

Whether or not this editorial was the cause of a



change, the next game on May 4, 1906, was won by Abbot with a score of 14-8 and there was great rejoicing. The next game was at Bradford on May 4, 1907, with a tremendous victory for Bradford, the score being 35-5, but the story was reversed in 1908 when, on May 12, Abbot won on her own field, making 23 points to Bradford's 16. In 1909, the game on the Bradford field resulted in victory for Bradford, 43-6. In 1910, on May 11, Abbot again won on its own field, 20-12 being the score, but better than this was the game on May 20, 1911, when Abbot succeeded in winning a signal victory on her opponent's field, making a record of 22-11. With pride we record that our present Alumna Trustee, Miss Dorothy Bigelow, played goal. The last chronicle in basket-ball for the twenty years 1892-1912 is a victory for Abbot on her own field on May 22, 1912, when she made a score of 25 points against 18 by Bradford. And the story of the games is still going on.

Field hockey was introduced into the school in 1903, and in 1904 Bradford accepted a challenge to play the game at Abbot on November 14, but when the day dawned cold and snowy, the game was impossible. The Bradford teams were invited to a dance in Davis Hall and a dinner, which was much enjoyed by both schools. The Abbot Hockey Team was in good condition and had profited greatly by the coaching of Miss Applebee, who had come over from England to start the game in girls' colleges, and both sides were disappointed that the game could not be played.

The next year on October 25, 1905, the two schools



met on the Bradford field and Bradford won 5-2. In 1906, no date could be arranged for playing with Bradford, and Abbot had to be content with some good class hockey games in the fall, the Senior Middlers winning. In 1907, on November 13, the game was played at Bradford with the score 3-2 in favor of Bradford, but Abbot won on her own field in 1908, October 31, the score being 7-2, and again on the Bradford field on November 10, 1909, making 2 points to Bradford's 1. In 1910 on November 2, Bradford met Abbot on the Abbot field and made 6 points to Abbot's 4. In 1911, the game was played on November 11 on the beautiful large new field of regulation size which Bradford had acquired, and Bradford won, the score being 6 to 3. After 1912, the two yearly contests were kept up for a few years, but the pressure of the many spring functions in both schools finally made it necessary to give up the spring meet and to concentrate all effort upon the Abbot-Bradford Field Day now held only in the autumn.

Interesting and exciting as were the contests with Bradford, nothing quite equaled the feeling that the girls had for their own Field Day. Beginning in 1899 with a few simple observances as to decoration and class costume and parade, these ideas were passed on as customs and they were added to each year until in a few years there had grown up quite an elaborate formality of decoration of buildings and even of the grounds.

The school was divided into two camps — the Seniors with their followers against the Senior Middlers and their companions, and great rivalry

had grown up between the two groups. At last when the decorations were begun on Tuesday at 3.30 in the afternoon with a strong feeling of contest in the matter, the Faculty felt the need of imposing a few strict rules. The chief of these limitations was that no decorations could be placed a second before a stated time, six o'clock Wednesday morning. But whether the situation was really improved became a doubtful question.

For weeks before the great day the two upper classes were busy with secret preparations of class costumes and with bright ideas for a brilliant class parade, and although each side was trying to find out what the other was doing the secrets were in general wonderfully well kept. When the morning of Field Day came the Senior group went over to Mrs. Draper's to prepare themselves for the parade and the Senior Middle group did the same at Davis Hall. At nine o'clock the Faculty and the few invited guests gathered on the steps of Abbot Hall to watch the advance of the Seniors as they came across the street and marched around the circle singing their class songs. When they had finished and taken their position, massing themselves effectively together, then the same attention was given to the Senior Middlers as they came out from Davis Hall. Usually the parade was quite elaborate; one year one of the groups wound a May Pole; at another time some lovely dances were given on the green circle. The mascot was, of course, an important figure, whether it was a little girl dressed in green and white driving a much-decorated pony cart, or two little boys in purple and white dressed as clowns, or a little white

pig decked out in a red blanket on which were the numerals '07 in white. One year the Seniors appeared as chrysanthemums, each wearing a little close bonnet covered with yellow petals, and they were followed by the Senior Middlers as Kate Greenaway girls in lavender and white. These are only a few random memories of the many ideas which were carried out in different years. There was a very definite desire to have the day not only one in which the physically strong and skillful should contest, but also one in which the element of beauty should have a recognized place and should give to the girl who might not be athletic but who might have other gifts, an opportunity to use them.

After the parade and the decision of the judges as to the winner, there began the exhibition of decorated hoops and hoop races, and sometimes a slow bicycle race and always an obstacle race, all carried on around the circle for the special purpose of giving to Mrs. Draper who sat in her armchair looking out of her own window, the pleasure of seeing the pretty sight and enjoying the fun. Later the track events and the games were carried on in their proper places at the rear of Draper Hall.

The uninvited visitors ranged along the front fence or along the Abbot Street wall were usually appreciative and seemed to enjoy the sights, and doubtless they contributed to the pleasure of the day for the competitors. Of course this old-fashioned Field Day was not carried on according to modern scientific methods, and it would not satisfy the girls of 1929, but the school that entered into it loved it, and it had its own special merits, probably good for the

time; and it has even been whispered by some of the Faculty of those days that, even while they approve the well-regulated, sedate, and proper observance of the Field Day of later times, it does not give the same thrill as did that of the earlier, exciting days.

In the fall of 1904 there was adopted a system by which daily exercise of some kind was required of each girl and a careful individual record was kept, and also each girl was required to have a physical examination. A general drill once a week for the entire school in addition to the gymnastic class work was established, and the new gymnasium was used in the winter for basket-ball, while hockey became the regular outdoor game of the fall and was coached by one of the best hockey coaches in the country. The idea of sport for the sake of the pleasure in it became the underlying idea of all the athletic work and has become stronger as the work has developed in the years since 1912.

## CHAPTER XXX

### RELIGIOUS AND PHILANTHROPIC INTERESTS

THE progressive nature of Miss McKeen and her readiness to adapt herself to the changing times is seen even in the last days of her life as principal. One of her last acts brought about changes in the organization of the religious and philanthropic work of the school. All through the years of Miss McKeen's life here there had been very little formality of organization in this work. Everybody was expected to be a member of one of the small groups of girls forming a "prayer-meeting circle" which met with a teacher every Thursday evening in "recess time" — the fifteen-minute period between the end of "silent time" and the beginning of the evening study hour. There was also the weekly Saturday evening service in Abbot Hall attended by all students and teachers. Occasionally at this service some distinguished minister who might be preaching on "The Hill" on Sunday would speak, but more often Miss McKeen herself would conduct it.

In the fall of 1891, soon after the opening of Miss McKeen's last year of school life, she invited to meet with her all girls interested in Christian work to talk over together the need of having a religious society in the school. It was decided to form such an organization and a committee was appointed to draw up a constitution for the society, to which



they gave the name "Abbot Christian Workers." The short mid-week prayer service on Thursday evening was continued, but it was placed in charge of the girls themselves, and also once a month a member of the Christian Workers conducted the Saturday evening service in Abbot Hall. The "Courant" of 1894 says: "One of the most interesting of these meetings was a 'thank offering service' led by the president of the society, Ethelyn Marshall. About twenty-five dollars was given as a 'thank offering' for blessings received. It has been unanimously decided to send this offering to Mrs. Lee, Clara Hamlin, '73, that a library may be started for the young ladies of her school at Marash, Turkey."

The society had not only the desire to give money for distant causes, but also to do some practical work in a near-by field. In the early spring of 1898, several of the girls, under the direction of Miss Durfee as superintendent, established a small Sunday School in the Scotland District of Andover. Each Sunday afternoon the little company of workers drove out to "Scotland School House," where they taught ten or twelve children who were interested to come to the Sunday School. In June, Miss Watson invited them to a Sunday School picnic under the "Old Oak Tree"; the Reverend Mr. Shipman of the South Church joined them in their games, and there was great interest in the work and the play. This little school was kept up for several years, and gave the girls a genuine interest in the social religious work.

In 1894, one of the speakers on a Saturday even-

ing was one of the Eddy brothers, who was a graduate of Phillips Academy and who had become influential in Student Volunteer Work. His address aroused much interest in this movement and led to the sending of two delegates — Agnes Beckley, '94, accompanied by Miss Merrill — to the Student Volunteer Convention held in Detroit. This was the second convention in behalf of this movement, and with its thirteen hundred delegates of young men and young women from the schools of the United States and of Canada it made the largest convention of students which had ever been held up to that time. A spirit of deep earnestness marked the convention, and the Abbot delegates brought back inspiration for the Christian work of the school. The loyalty of the "old girls" living in Detroit added greatly to the pleasure and benefit of the experience. Mary and Carrie Beal of 1892, and Mrs. Emma Meacham Davis of 1875, were most cordial hostesses to the two delegates.

In 1899, the organization of Abbot Christian Workers was changed over into a branch of the intercollegiate society of the Y.W.C.A. The first president of this new organization was Constance Gutterson. There were committees for missionary work, for social work, and for the prayer meetings. The Scotland District Sunday School was taken over and managed by the missionary committee. The social committee by quiet persistent effort at the beginning of the year, strove to make the girls well acquainted with each other, and the prayer meeting committee spent much time in considering how best to make the evening services attractive and

helpful to the girls. Classes were formed for the devotional study of the Bible. Editorials in the June "Courant" of 1901 indicate that some of the girls realized keenly the need of steady, untiring effort to keep the work of the Christian association up to the standard of success which was set before them. Many interesting speakers, who were experienced in the working of the college Y.W.C.A. organization, gave inspiration and practical help in the conduct of the Abbot society.

The regular contributions for home and foreign missions were continued and many special causes met with sympathy and generous gifts from the school. The old custom of sending a Christmas gift to some home missionary family in the West was always very appealing to the girls, and they always wished to choose a family of many children. Finally the Hindmann School in Kentucky was adopted as the regular recipient of this Christmas gift since it offered the possibility of making individual gifts to a goodly number of children.

For several years, while Louise Kiniry of 1907 was working in the Neighborhood House in New York, the girls took great delight in dressing regularly from fifty to one hundred dolls for the Christmas celebration of Louise's kindergarten class.

Contributions were sent regularly to the International Institute for Girls in Spain, a school which had been established by Mrs. Gulick, a personal friend of Miss Means, and well known for her remarkable work in the education of Spanish girls. Frequent visits from Señorita Marcial gave to the girls a very living interest in the Spanish School.

At Thanksgiving time, several objects claimed the interest of the girls with great regularity for many years. A gift was usually sent to Dr. Waldron, the Boston City Missionary, and later acquaintance with the Reverend Clark Carter aroused interest in city mission work in Lawrence, but the thing which the girls most enjoyed at Thanksgiving was the carrying of gifts for the Thanksgiving dinner to a few Andover and Ballardvale families whose needs had been discovered by Miss Durfee.

These are some of the regular interests to which the girls responded generously for many years and for which they felt a responsibility of care, but every year there were special objects greatly in need of help, and whatever cause was presented to them always received consideration and generous gifts.

Attendance at conventions and at public meetings outside Andover is never an easy thing for the girls. The Student Volunteer Conventions were held not oftener than once in four years, and the one of 1894 has already been mentioned. In February, 1902, the school was interested for a second time to send a delegation of two girls and a teacher to the convention which was held in Toronto, Canada. Aletta Hegeman, '03, and Amy Slack, '04, with Miss Kelsey as chaperon, found the meetings at Toronto a great revelation, and brought back to the school influences which were effective in school life even though no impulse to enter foreign mission work was evident.

In 1902, the school became interested in the conference for boarding schools which was held annually at Northfield, and later for a few years at

Silver Bay on Lake George. This conference, being an annual event, was in many ways more vitally connected with the life of a boarding school than the Student Volunteer Conference held once in four years. The first delegates to the Northfield convention of July, 1902, from Abbot Academy were Julia Wallace and Helen Carmichael accompanied by Miss Merrill. The first experiment proved to be of so much value to the school that year after year, two or more delegates have been sent by the girls to Northfield, then to Silver Bay for a few years and finally again to Northfield, and usually a goodly company of volunteers goes with the delegates. At the present time the Northfield influence is a strong factor in the religious life and work of the school.



## CHAPTER XXXI

### THE ABBOT "COURANT" AND THE CLASS BOOK

THE "Courant," first published in June, 1873, is the only magazine published by the students which has survived the appearance of more than a few numbers.

From the first, the magazine had vivacity and strength and seemed to mean much to the whole school. The quality of its literary work may vary slightly, but still it has constantly kept up a fine standard of taste through the more than a half century of its life, and it often presents a story or a poem or an essay of unusually high grade for such youthful writers. For the work is genuinely the work of the students and seldom have contributions even from Alumnae appeared on its pages.

The missing Chapter XXVI of Miss Phebe's story "Theodora Cameron" was published in the "Courant" of January, 1898. This chapter tells the story of Theodora's experiences in passing through New York on the day of the memorable riot there just after the battle of Gettysburg. It was omitted from the book by the publishers because they feared that it would affect the sale of the book in the South. In the number for June, 1893, are to be found some interesting memories of the early days of life in the school written by Miss McKeen. The account which Miss Schiefferdecker gives of her

extraordinary experience in New York Harbor on the S.S. Normannia on her return to America in September, 1892, would be unbelievable did we not know it to be true in every respect. In June, 1895, appears an article quite unusual in a school magazine — "A Laboratory Study of the Lobster," written by one student and abundantly and accurately illustrated by drawings made by another member of the same Biology class.

One of the first illustrations found in any number is the frontispiece to the number for June, 1881, a reproduction of an etching by H. Frances Osborne of 1864. Miss Osborne received her first instruction in drawing and painting at Abbot Academy. In the number for June, 1890, there is a fine photograph of the wing of Draper Hall as seen from Abbot Street, and since that time there have usually been photographs of places or people in each number of the magazine. This fact of itself would indicate a firmer financial background for the publication.

An invaluable part of the magazine is its record of *Alumnæ Notes* and *School Events*. The latter, when given from the point of view of the girls themselves, furnish a picture of the school life which cannot be reproduced so well by any other medium and when studied fifty years later will be of inestimable value in giving a vivid picture of the school.

#### THE CLASS BOOK

The first Class Book, published by the class of 1900, was very modest in appearance but it established certain features which have been carried on

and added to by the twenty-nine classes which have followed the custom established by 1900. It was "affectionately dedicated to our honored Principal," Miss Means, and it contained a brief account and characterization of each member of the class. The board of editors numbered three members, Gertrude Lawrence, Grace Chapman, and Mary Morgan, and from the very first issue the editors have received valuable financial training in the business of publishing. The next Class Book published Fidelio and Glee Club members, the Courant Board, and the various officers of Sport organizations.

In 1903, the recognition by the school of the three secret societies gave to each of them a page in the Class Book with the lists of names of members, a custom which lasted until the societies were disbanded in 1913. In 1908 began the chronicling of the names of the newly formed literary society, The Odeon, and this custom has been followed by all other school societies of later date.

The dedications of various years often reveal some special interest of that year, as in 1902, when Professor William James was the chosen patron; in 1903, Edward Howard Griggs; in 1905, Dr. Richard Burton; in 1916, the Reverend Albert Parker Fitch; all of these men had aroused great interest by the courses of lectures which they had given to the school, or by their Sunday evening addresses.

In 1917, the name was changed from "The Class Book" to "The Abbot Circle," and in 1918 the dedication was made to "Abbot Girls in the Service," and there followed this list of names:

Olive Twichell Crawford, 1876	Jeannie L. Jillson, 1887
Sarah Puffer McCay, 1881	Katherine Lahm Parker, 1894
Mary Smith Churchill, 1897	Cornelia Williams, 1905
Martha Blakeslee, 1902	Elizabeth Deeble, 1906
Mabel Fordham, 1904	Winifred Warren, 1915

The early Class Books will be of great service when the celebration of the one hundred and fiftieth anniversary of the school comes in 1979 by furnishing truthful pictures of the costumes of the early days of the twentieth century.

## CHAPTER XXXII

### CLUBS AND SOCIETIES

To form a "Club" or a "Society" is the natural desire of youth, and Abbot girls have shown this desire all through the one hundred years. Many clubs have been formed which have lived but a short time and then have died or have been transformed into something else, while others have had a longer career and have made a greater impression upon school life.

The early "Courants" give the reader very interesting glimpses of the girls of the seventies and make one certain that they were bright and entertaining and had "loads of fun" as well as that they were studious. The very first number of the "Courant," that of June, 1873, gives the organization of a musical club, that of

#### The Quartette:

Soprano, Minnie C. Bidwell

Mezzo Soprano, Alice W. Merriam

First Contralto, Carrie S. Hopkins

Second Contralto, Ella H. Whitcomb

Pianist, Clara H. Hamlin

The next year The Quartette was reduced to The Trio, evidently having lost its first contralto, and the pianist had been replaced by Alice F. McKeen.

Evidently each new thing spurred another group of girls to do something a little different, for the "Courant" of June, 1874, says nothing about The



Trio, but it does give the names of a group which it calls

Scalene Warblers:

Alice W. Merriam, Mrs. Beet, Conductress

Minnie C. Bidwell, High E

Mary E. Kelly, G Sharp

Emma P. Meacham, Variety

Louie Karr, Monotone

At least two of these names make it very certain that the Warblers had fun themselves and made fun for their friends to enjoy.

There follows immediately upon the same page as the Warblers, the names of two boat clubs; what they were or what they did there is no one of the number left now to tell, but they were evidently rivals in fun. The names are these:

BOAT CLUBS

Nereids

Susie W. S. Lyman, Stroke Emma S. Wilder, Bow

Alice W. Merriam, Coxswain

Undines

Emma P. Meacham, Stroke Isabella Wilson, Bow

Helen Bartlett, Coxswain

Those who know, will remember that Emma Wilder was President of the class of '74; that Alice Merriam was Class Poet; that Miss Wilder became Mrs. Gutterson and went to India as a missionary; and that Isabella Wilson as Mrs. Pettee had great influence with the Japanese in her long period of service as a missionary in Japan. That they formed real boat clubs and rowed on the Shawsheen or on Poms Pond is hardly within the bounds of imagina-

tion, but that they found a legitimate way of giving vent to their fun-loving natures and brightened the daily lives of their companions is easily credited.

The next year there is recorded the formation of the Cecilia Club, and the fact that it gave two "soirées" in Academy Hall which were highly commended by the editors of the "Courant," shows that this club must have had a recognized place and reputation in the life of the school. The first list of officers includes the names of Emma Meacham as president and Olive Twichell as secretary and treasurer, and also the names of three directors. Organized in 1874, it appears in each of the "Courants" of '75 and '76, and it is with real regret that one finds that it is no longer reported in 1877.

The "Courant" of March, 1878, contains this paragraph: "Within the past two years two literary societies and a glee club have sprung up in the school; and though their growth was so rapid, yet they give good promise of being permanent institutions. '80 hides its mysterious programme under the witching name Labyrinth; and '79 made our warm fall evenings delightful with the choice music of its Glee Club which seems to be composed of birds which even the winter snows cannot silence. The Mosaic of '78 is a purely literary and musical society, and the seniors have passed many pleasant evenings with authors and musicians." The paragraph ends with the programme of a private meeting which was repeated by request before the whole school on a Saturday afternoon.

The June "Courant" of 1879 chronicles the formation of another society, The Sphinx, in this fash-

ion: "In the latter part of the fall term our Sphinx came into existence. Does question arise what can that be? It is nothing more nor less than a literary society organized to meet a long-felt want. It gained its name from the fact that the Sphinx (ancient) was the embodiment of feminine wisdom and strength. . . . What do we do? Our programme is varied. At times debate arouses us to give more of a reason than the woman's 'because.' Again we spend the evening with some one author, a critical essay on his genius being given, followed by songs sung or selections read from his works. Or, perhaps, some of the more dramatic of our members give us living pictures of noted scenes. Among the most pleasing of these was one from 'Uncle Tom's Cabin.' Our Topsy was so irrepressible that we thought she must be quite right when she 'spected she growed.' We hope to gain much by the evenings spent thus together — to know each other better, and by learning to think and correctly to express our thoughts, prepare ourselves for a higher culture."

This Sphinx society seems to have had a stronger germ of life within it than the others. It was still vigorously active in 1887 and the writer well remembers an open meeting held one evening in Abbot Hall in the winter of 1888. Why it suddenly died the very next year is something of a mystery. Its death was evidently regretted by the girls, as the following question in the "Courant" of June, 1890, would indicate:

"Query, Did they revive the Sphinx? If so, where is it?"

No more is heard of literary or musical clubs until

some time during the year 1893-94, when a new banjo club must have been formed as is shown by a short paragraph in the description of the German entertainment given March 21, 1894: "Next came music by the Banjo Club who during the winter had been carefully trained by Mrs. Stratton. They played to enthusiastic hearers but repeated encores were unable to exhaust their resources." In 1897, this club had a new lease of life and again became efficient and helpful in the social life of the school, but evidently it had a fitful existence for in January, 1898, there comes the double inquiry, "Where is the Sphinx, that literary club of yore? — Where are the snows of last year? What has become of the Banjo Club? — Where are the snows of last year?" These questions are followed by stirring reflections and questions. "Shall we pride ourselves upon our unique position among the schools of our land? or shall we ask ourselves seriously why in this age of clubs, we are singularly free from the contagious spirit of the times. Is there no musical ability among us? Could we not if we would, have a splendid glee and banjo club? If we could why don't we? Don't some of us wish to know what is going on in the world? If so, why don't we have a current events club? Are literature, history, science, language, interesting merely in the classroom? If not, why don't we band ourselves together to enjoy these subjects independently of lessons? Winter is coming. Who would like to join a snow-shoe club? Let us look about us and see whether we can find another community so bright, so interesting, so able as we, so utterly unclubable."



These remarks evidently produced the desired effect of stirring the girls to the formation of a club, for the very next number of the "Courant" in June, 1898, gives us a full account of the new Waverley Club — an account which seems well worth quoting in full:

"For some time the members of the school have felt very strongly the need of a literary society and this year the Waverley Club was organized on the twenty-second of January. In response to the announcement of such a project, twenty-three members, representatives of the literature department, were promptly enrolled.

"From the beginning, the principal aim of the society, as seen from the constitution at once adopted, was not a succession of formal meetings with a literary program, but the creation of a literary force which would render feasible a number of desirable and improving enterprises, otherwise impossible. This would not, however, exclude direct literary study, since the very name of the society, unanimously chosen, indicates an interest in Scott, a desire for wider acquaintance with him, and a belief in the inspiration to be derived through the mighty magic of his name.

"During the few months in which the society has existed many pleasant meetings have been held, each one fulfilling the aim of the society and each, we feel sure, attended by an increase of interest in literary and historic subjects. The members have enjoyed a talk preparatory to a performance of 'The Rivals'; a brief study of 'Waverley,' that there might be an intelligent acquaintance with the special



book from which our name was chosen; and an interesting paper upon 'Scenes In and Around Andover.' The society had the pleasure of entertaining the school with a lecture by Mrs. Downs upon 'Methods of Historical Study,' and, through its influence, representatives of the society have made several short excursions to places having historic associations.

"As a direct stimulus to the reading of Scott by the members of the school, a prize was offered for the best essay upon any subject suggested by one of Scott's historical novels, and the result of the experiment is published in this issue of the *COURANT*. . . . We feel that our achievements have been modest when we remember the stirring accounts of the Sphinx of former years and its attractive literary work. We, nevertheless, feel that this is a movement in the right direction and that it is distinctly in accordance with the literary history and present aims of the school. We, therefore, earnestly hope that no such arguments as lack of time or opportunity will allow the society to die, but that it may be reorganized in the ensuing year and be successful in realizing the loftiest dreams of its founders."

And now once more after an interval of several years there appears in the "*Courant*" on the page following the list of officers of the two upper classes, the organization of a club, and not only the officers of the Waverley Club but also its list of twenty-six members. Sturdy though this club seemed to be, its life was short and never again does it appear on the pages of the "*Courant*."

The next revival was in music, and in 1899 a glee

club of eighteen members under the leadership of Miss Mabel Bacon, the teacher of Latin, was listed in the magazine.

The subject of clubs is periodically agitated in the "Courant" and again in December, 1900, the "Courant" speaks at length upon the value of a debating club, in which project the day scholars seem to have been specially interested, and it urges the interest of the entire school. It also goes on to argue the benefit to be gained from a dramatic club, both as a social force and means of enlarging one's acquaintance with good plays in the pleasantest possible fashion. The arguments offered are sound and the illustrations excellent but they seem not to have brought forth immediate results; music seems to be still the most popular cause for a club.

Evidently there are fashions in instruments as well as in clothes, and the mandolin overshadows the banjo in popularity in the early nineteen hundreds. A mandolin club was organized in 1902 and a page was given to it in the 1902 Class Book as well as to the glee club, the Fidelio Society, the senior dramatics, and the teams for sports, but no longer do these organizations appear to brighten the pages of the dignified "Courant," although the "Courant" of 1903 commends them heartily and states that the mandolin club is growing and is studying under an instructor. The advent of the Class Book as a publication of lighter weight robbed the "Courant" of some things for a time.

No more is heard of any new society, musical or literary, until the late fall of 1905. Then just as the school was ready for Christmas vacation, Miss

Means announced in chapel that a literary society had been formed in the school. Its name was to be The Odeon, its membership limited, and its object to encourage the appreciation of good literature in the school. Reference was made to several well-known authors from the ranks of the school and the hope was expressed that the girls would be stimulated to do something worth while by the thought of such predecessors. The Odeon is still active in school life (1929) and its continuation seems to depend not upon Principal or Faculty but upon the germ of life within itself. The first presentation of its work before the school was a play written and acted by the members themselves on May 8, 1907. It was based upon Howard Pyle's "Robin Hood Tales" and it was called "The Broken Sixpence." With the eagerness and ambition of youth the girls of Odeon hoped to produce this play in the grove, giving it a setting most appropriate to the scenes, but the spring weather of Andover is not to be relied upon for outdoor theater performances and they were forced to content themselves with a very charming and most successful production in Davis Hall on a May morning.

The play was in three acts, the setting of all three being Sherwood Forest. The dramatis personæ were:

Robin Hood.....	Anna Richards
Rolfe Crecy.....	Grace French
Friar Tuck.....	Edith Gutterson
Will Stutley }	
King Henry }	.....Laura Howell
Bishop of Hereford....	Mabel Rhodes

First Yeoman.....	Mary Stuart
Second Yeoman.....	Frances Wright
Pages.....	{ Mary Sweeney
	{ Marguerite Eyer
Herald.....	Clara Jackson Hukill
Maid Marian.....	Esther Parker
Ellen.....	Winifred Ogden
Queen.....	Louise Sweeney

It is a matter of great regret that the manuscript of this play seems to have been lost, for it was well worthy of preservation.

So far there has been recorded so much as can now be found out concerning the birth and life history of the several musical and literary clubs which are known to us as having existed in the days of Miss McKeen, Miss Watson, and Miss Means.

There is one other class of societies that flourished for a time and made quite a strong impression upon the school for the whole of this period, that is, the so-called "secret societies." Social in their nature, their composition depended upon congeniality of disposition and social ideals more than upon intellectual tastes and acquirements. The prevalence of fraternities in colleges for men, and of sororities among the girls in the schools of the Middle West and the high esteem in which they were held by youth, together with the natural liking of mankind for the individual rather than for the crowd, probably influenced their formation here.

No research has been made in this matter, but it is evident that they were started about 1890 and their existence in the school was well known during Miss Watson's administration. Before Miss Means



assumed the duties of Principal, she looked into the matter and decided that it was not wise or necessary to interfere with them, and they were not then recognized as part of the school organization. After four years of experience in the life of the school, Miss Means felt the need of some change in the conditions as to secret societies, and on November 22, 1902, there occurred in chapel the recognition which is recorded in the "Courant" of February, 1903, in the following paragraphs:

"After long thought and consideration of the subject of societies in the school, as well as after examination of the working of acknowledged societies in other schools, the principal decided to recognize them at Abbot Academy, on the following conditions; namely, that the principal or some representative of her among the faculty should be a member of each, and that each member should promise to answer truthfully any question which the principal or such representative should think it wise to ask. The present principal has become a member of each one of these existing societies on these conditions. This movement recognizes openly what has been for years in existence in secret. The secrecy has no longer cause for being; and the good friendship which is the simple and only foundation of the societies can now be fostered and made a force for good in the school.

"The usual difficulties have been carefully weighed and the advantages have seemed to outweigh them even as the matter stands now. In the future we hope that the character of the societies may become an increasingly strong governing



power in the school life. The society letters are the G.A.S., the S.M.T., and Alpha Sigma."

Another unwritten condition which affected the girls outside the societies was the general understanding that no new secret society should be organized in the school — a condition which was fairly well, though not perfectly carried out. The few sporadic attempts to organize new societies were short-lived in results.

The most marked contribution made by these societies to the school life was in the closer relation established between their *alumnæ* members and the school. To return to the school after a few years of absence, when all connection with the student body has been lost, is often a very lonely experience for *alumnæ*, especially those who have been out of school but six or eight years and who still feel young. The older *alumnæ* are so far removed by experience from the present student body that they do not miss companionship with them, but these younger girls are still girls in feeling when they return, and they feel strange and lonely when they find other girls in their places and girls to whom they mean nothing. But, as *alumnæ* members of secret societies they were always made to feel very welcome and very much at home by the society girls in school, whenever they returned to visit. The G.A.S. girl knew that she had but to go to Room 64 to be heartily welcomed, the old S.M.T. girl went to Room 30, and those who responded to the magic name Alpha Sigma were made at home by the girls living in Room 22. Through their sister members who felt accountable to them they gained at once an

intimate acquaintance with the school. They were made to feel that their opinions and advice about things had weight and might be of great benefit in the conduct of society and hence of school affairs. In short they felt that their influence was still continued in school life by the society bond.

But there was another side to the matter. As far as the aims and ideals and practices of the three societies were concerned there was no criticism, but it had become more and more evident that the existence of recognized, well-defined social groups was not conducive to good school spirit in the school as a whole. Among a hundred or two girls there must always be some whose school life is made decidedly unhappy by being barred from a social group for no good reason but that of the caprice of one or more other girls. This situation could not be avoided and the growing increase of the trouble became evident, even to the society girls, and finally in 1912-13 the question was faced and solved by the girls themselves. The disbanding of secret societies was one of the first notable acts of Miss Bailey's administration.

The student body seems never to have doubted the wisdom and necessity of this act, and has trusted to time to remove whatever feeling of criticism and disappointment may have existed among alumnæ. The result in the school has surely justified the decision of the girls.

## CHAPTER XXXIII

### LIGHTING THE FIRE IN THE RECREATION ROOM

FOR the first few years of its history Draper Hall seemed so spacious and the newness of the building and its furnishings so claimed the attention and interest of the family that little notice was taken of the lack of a gathering place for the social life of the school. Gradually, however, the big house seemed a bit inhospitable to the daily social life: the drawing room provided for the occasional caller or for the big special function, and on a Tuesday evening occasionally the library or reading room served as a gathering place, but there was no "living room" to be used every day.

In the fall of 1895 the large teachers' room on the first floor, beside the door opening upon the tiny south porch, was taken for a girls' sitting room, and for several years this was much enjoyed, but ere long this was seen to be very inadequate for its purpose. After feeling the need for some years, in the summer of 1908 a new recreation room was made by adding to the old room the corridor and the suite of two rooms directly opposite, thus making a large, well-lighted, airy room containing a door opening upon the little vine-covered porch. The work was thoroughly done; the foundations were strengthened and the floor was made very smooth and unusually stable for dancing. A large red brick fireplace,

modeled after the fireplace in the McKeen rooms, was built across one corner as the gift of the class of 1908. Under the eastern windows a wide, luxurious window seat was made across the entire front end of the room. A large part of the expense of making this room was met by a gift from Mrs. Draper, and a few years later she completed her gift by causing to be built additional wall seats extending along two other sides of the room.

The room has various possibilities for social affairs as well as for the daily dancing that is such an important outlet for the spirits of the girls, and gives so many opportunities to enlarge one's circle of acquaintance. It also serves as the gathering place for the short Sunday evening service of the Christian Association.

We are now so accustomed to its constant use and it has become such an integral part of our life that the present-day girl will doubtless be surprised to hear with what ceremony the room was adopted by the 1908 family. The room was used for several weeks before the ceremony of dedicating the fireplace was carried out, but on a certain Tuesday evening when all was ready there was a ceremony of great beauty and solemnity conducted after the Roman fashion. First the Oracle was consulted by the High Priest; and then the Vestal Virgins, followed by a procession of Priests and the Tribes, took fire from the McKeen fireplace, carried it to the new room and lighted a fire in the new fireplace. After the ceremony the girls, still arrayed in their Roman costumes, sat around the fire and sang. It is interesting to perpetuate the names of the girls who

formed the procession and if any of them should read these pages, memories of a very charming evening in their life at school will give them pleasure.

Leading the procession came six Vestal Virgins; Louise Tuttle, Ruth Gillilan, Marion Sanford, Dorothy Bigelow, Helen Hazelwood, Helen Weber; next came the Lictor, Maud Gutterson; then the High Priest, Laura Jackson; following as Attendant Priests of Jupiter came Anne Blauvelt, Irma Naber, Dorothy Drake; the Priests of Mars came next and were Gertrude Swanberg, Marion Brown, Olga Erickson; then came the Father of the Tribes, Ruth Murray, followed by the Mothers of the Tribes, Albert Smith, Persis McIntire, Edith Van Horn, and last came the Augur, Gladys Perry. After the High Priest had consulted the Oracle he gave the following message to the waiting procession and the people; a message written by Madeleine Burrage, one of the college preparatory girls of the class of 1911.

"Hear what the Gods have decreed, oh my people; a favorable omen!

High in the heavens I saw the signs that were sent by immortals. Jupiter looks now with favor upon us and Vesta is gracious, So from her blazing hearth, where fire has ever flamed brightly, Pluck now a brand for a torch and kindle with reverence the altar, From which shall stream in the future the blest light of truth and justice.

This is the will of the gods which is spoken through me by its augur;

So listen well and take heed, oh my people, for this is the purpose Sent to our hearts by immortals; that we may receive from them blessing."



## CHAPTER XXXIV

### THREE FAITHFUL HELPERS

THE reputation and the prosperity of a school such as Abbot Academy depend upon many factors besides the efficiency of its Board of Trustees, the wisdom of its Principal, the scholarship of its Faculty, and the fine appearance of its buildings and equipment. One of these factors, the quality of its faithful helpers, has been of the utmost importance in the carrying on of Abbot Academy.

In the earlier years when the absence of the telephone and the automobile tended to a less hurried and a simpler programme of the day's work, several figures stand out clear cut and unique in their various departments. The sturdy Cornelius, who, in spite of infirmity, was a faithful guard for Miss McKeen and Miss Kimball during years of life at Smith Hall; the tall, fine-looking, well-groomed Patrick with his courtly manners, who carried the mail and did the errands and who never forgot to bring back from the village various items of interesting news.

These men belonged to the last century but the twentieth century, the century of machinery and big business and wonderful progress in material comforts, has its own list of names of faithful helpers, showing love for the school and devotion to its interests. Of these there are three that stand out each in his own department, Mr. Scannell, Mr.

Clinton, and Mr. Dearborn. The only one of these now left us is Mr. Scannell, and the importance of his place in the daily routine of school life is evident. Beginning nearly thirty years ago as engineer and electrician when much less knowledge and skill were demanded for the work, he has steadily gained in both qualities, and has become the person who enjoys solving many of the practical problems. His quiet, steady, cheerful ways give a sense of security and comfort and help in the daily life.

Mr. Clinton gave to the school loyal service for more than twenty years of the century. Big and strong and keen and with a cheerful philosophy not easily disturbed, he had the qualities of an ideal watchman of school interests. He had a directness of approach, a sense of humor and a ready liking for and interest in young people which made him many friends. The passing of the years brought infirmities that made it necessary for him to give up his arduous work here and we now miss his cheery greeting and the sound of his measured step in the corridors.

A finer example of the type of man that has helped to make the bone and sinew of New England than was Mr. Dearborn can seldom be found. With little of the formal education of the schools he had the power, the quality of character and the enlightenment of mind that comes from the love of perfection in work. This characteristic in his work as a carpenter and a cabinet maker made him a man of genuinely artistic feeling and judgment. His interest in scientific apparatus made it the habit of the Science teacher to unpack all new apparatus in Physics and

Chemistry with Mr. Dearborn as her companion, and often did he propose to improve upon a device by changing it or perfecting its workmanship. When repairs were needed in delicate instruments there was nothing too difficult for him to undertake with his skillful hands. He familiarized himself with all the plays that were put upon the Davis Hall stage and was interested to suggest and to make the necessary pieces of stage setting, and it was often said that Mr. Dearborn was quite capable of staging a play all by himself. When he died, in the summer of 1920, Abbot Academy lost a valuable helper.

## CHAPTER XXXV

### A FEW ABBOT GIRLS

DURING Miss McKeen's day Abbot Academy furnished many workers in home and foreign mission fields, and her history gives a goodly list of brilliant young Abbot women who accomplished a great work as missionaries and teachers. Turkey, India, China, and Japan seem to be the countries specially favored for work. No school or college has a finer record of work done in these regions than has Abbot Academy, and the strong influence of Miss McKeen and Miss Phebe developed a large part of the enthusiasm for it and the devotion to it.

Maria Gove Berry ('67), Isabella Wilson Pettee ('74), Jane Pearson Stanford ('76), Ellen Emerson Cary ('77), and later, Fanny Gordon Bartlett ('92) went to Japan; Emma Wilder Gutterson ('74) to India; Olive Twichell Crawford ('76) and Jeannie L. Jillson ('87) to Turkey. Each one of these women has done a wonderful work, and each has become distinguished in her own special way. Some of them have continued working in their chosen fields far beyond the years of Miss McKeen's school life, and some are even now at the work, for all but two of these women are still living.

Mrs. Gutterson's last months were spent in California where she died on May 21, 1927. Born in Africa, educated at Abbot Academy, where she taught two years, 1876-78, she then went to India

for work during her young womanhood. Returning to America to educate her children she sent five of her daughters back to Abbot Academy where they were all graduated, each with honor, between the years 1900 and 1916. "The range of her experience and activities from Africa in childhood and India in early womanhood to New England in her mature years gave her a broad outlook on life. Her dynamic energy, strength of purpose, grace of manner and originality of speech, made her a person to be remembered, admired and loved."

Death came to Olive Twichell Crawford alone at Trebizond in Turkey in April, 1923. The beautiful tribute paid her by her friend and Abbot roommate is quoted from the "Courant" of June, 1923, for no one else can speak of her life from girlhood to its earthly end, with finer appreciation than Mrs. Tyler has done:

"The friendship of fifty years gives me the privilege of writing of Olive Twichell Crawford but to describe her rare beauty and loveliness of character is difficult. The saintliness stamped upon her face in later years was foreshadowed in her girlhood, though not to the exclusion of a thorough enjoyment of real fun, or of a ready wit. Her scholarship at Abbot ranked high. She took the French course in two years instead of the usual three; she was a Draper reader more than once; and to every alumna who knew her there will come the picture of her as she read 'Draxy Miller's Sermon' in Saxe Holm's story of the 'Elder's Wife.' Truly she was even then the elder's wife, preaching the gospel of love and self-sacrifice. Her high ideals of



'whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report,' were never obtrusive, but always distinctly felt even by the most careless of her schoolmates, and every one loved Olive Twichell.

"A few years of teaching only intensified her desire for missionary work, and in 1881 she went to Turkey under the American Board. In Constantinople she founded a girls' school with Abbot Academy as a model. In 1890, she married Dr. Lyndon S. Crawford. After a few years in Broussa, they went to Trebizond, where they labored for many years among the Greeks and Armenians and experienced two terrible Armenian massacres.

"And then came the years of the war, during which their furlough was due, which they would not take while the need for service was so great. In 1918, Dr. Crawford died and Mrs. Crawford, alone in her sorrow, was the only American in the city. When relief could be sent, she returned to this country for a year, so precious to her friends. Even in this year of well-earned rest, she could not be at ease, but responded as far as she was able to the many requests to speak, telling her story with such unconscious dramatic force that no one could listen to her unmoved. Her devotion to her life-work was so great that she had to go back, and we see her again ministering to the hungry, the sick, and the dying. She died, April 10th, of typhus fever contracted from the refugees. 'So He giveth His beloved sleep.'"

The group of women mentioned at the beginning of this chapter is preëminently the missionary group

whose periods of service in the field began in Miss McKeen's day and extended down into Miss Means's time, and so they seem to belong to the later as well as the earlier years.

The decades of the nineteenth century which knew the girls who became so active in missionary work also claim the names of several students well-known by the books which they have written. Only two of those mentioned, and who belong to the 1870 decade, are now living, Miss Dawes and Miss French.

ANNA L. DAWES, who was a student at Abbot Academy in 1870, has lived a life rich in experience in the political and diplomatic circles of Washington. As the daughter of the distinguished Senator Dawes from Massachusetts, she has had unusually fine opportunities to meet most interesting people of this country and of foreign countries, and her memory is full of rich treasures. Many times has she come back to share these treasures with her old school. For several years, 1910 to 1914, she was President of the Alumnæ Association and came into more intimate social contact with the school and gave much to the girls of those years. They will remember her spirit, her wit and humor, and her delightful conversational gifts as well as the books which she has written and the lectures which she has delivered.

ALICE FRENCH, of 1868, known to the reading public as "Octave Thanet," has been writing and publishing during most of the years that have passed since she was here. Her work is always done with great care; it is based upon her own careful

observation and is true to life, and her stories are most interesting.

Though born in the East, her home has been in the Middle West, and this fact has given her a vantage-ground for knowing well both East and West. During the years of Miss Means's life as Principal, Miss French made frequent visits at the home of an intimate friend in Andover, and her coming to the town was always welcome news for Abbot girls, because she always was interested to see them.

ANNA FULLER of Boston was graduated from the school in 1872 and through all her life she retained a warm feeling for her old school although she traveled far and studied much after leaving Abbot Academy. Occasionally she found time to come back to read to the school from her own stories. At the time of her death in 1916, Harriet Prescott Spofford, a friend and a fellow writer, wrote thus of her:

"She began her literary work in 1892, publishing 'A Venetian June,' 'A Literary Courtship,' 'Peak and Prairie,' and other Colorado sketches, all of which met wide welcome and had great sales. 'Pratt Portraits' and 'Later Pratt Portraits' contain possibly her best work, full as they are of fine delineation, incisive wit, tender sympathy and truth to nature, amusing and arresting and of supreme literary execution."

The school is proud to claim as one of its "old girls" one who was widely known and loved for her stories and for her most charming personality. KATE DOUGLAS WIGGIN, which is the name by which

she is universally known, was here in 1873 for one year only, but she kept up a friendly relation to the school as long as she lived and often returned to visit it. This is not the place in which to describe her life or make a list of the books she wrote and which every one knows, but a few sentences in her last book — "My Garden of Memory" — touch the hearts of loyal Abbot girls. She says: "I was left behind at Abbot Academy, Andover, Massachusetts, one of the best boarding schools for girls in New England. . . . It was a good atmosphere for a girl; simply and sincerely religious, refined and gracious in its social life. Punctuality, decorum, studious habits, good manners and speech, obedience to rules — these were presupposed and they actually existed."

In 1884, a young Canadian, LILY DOUGALL by name, spent a year in French Hall. Quiet and retiring in disposition and rather mature in mind, she did not readily form friendships with the younger girls. A recent great sorrow made her especially in need of an understanding companion, and this need was met by the quick growth of friendship with Miss Merrill — a friendship which continued through all the remaining years of Miss Merrill's life. Miss Dougall belonged to a family of writers and editors and it was the natural thing for her to write. After the year at Abbot, she lived for some years in Montreal and in Edinburgh in the home of an aunt, but after a time she made her own home in a charming English cottage near Oxford.

She published several novels of extraordinary



character, each written to teach a social truth which she felt strongly and which she believed could be most forcefully and strikingly impressed in the form of a story. "Beggars All" and "What Necessity Knows" are two of her novels that the Smith Hall family of 1896 and 1897 enjoyed greatly as they gathered round Miss Merrill for a half hour every evening and listened breathlessly to one more exciting chapter. A delightful visit from Miss Dougall and the intimate contact with a successful author who made writing the serious business of life was stimulating to many girls. Miss Dougall became interested in philosophy and also in philanthropic work and lived a very useful life, different in many respects from the ordinary world. Her contacts with Abbot in later years were few, yet the school felt that it had suffered a real loss when news of her death came in 1923.

More than one thousand different girls were in the school under Miss Watson and Miss Means, and a large proportion of these women are still living and in the prime of their womanhood. Their work can hardly yet be appraised and to select individuals from this twenty-year period for distinction in this volume would be a difficult matter fairly to accomplish. A general comparison of the work done after leaving school by Abbot girls of the last three decades of the nineteenth century and those of the first three decades of the twentieth century would be exceedingly interesting could it be fairly made, but one hesitates to attempt even this.

The record of what Abbot Alumnæ did in the four years of the Great War does not belong to this



volume, but the women who did the noble work were the girls of the twenty years which are being recorded. The complete story of those four years ought to be written at once, before memory is dimmed.

## CHAPTER XXXVI

### ABBOT AT THE END OF ITS FIRST CENTURY

BEYOND 1912 seventeen years still remain to round out Abbot's first century, but the history of these years must be left in detail for another writer to chronicle. Only a hasty look can be given to them to see what general changes have been made and what point the school has reached in its development.

To keep in general to the traditions of the past in so far as principles of life and work are concerned, to develop the school by these traditions in keeping with the changing conditions of modern life, to cast aside with caution and with deliberate action whatever details are no longer serviceable, and to hold to customs that give to our hurried modern life a dignity and distinction and charm of action that is a part of Abbot Academy, has been through all these seventeen years a very marked characteristic of the Principal, Miss Bailey.

Beginning with the very first year, 1912, close contact with the Alumnæ was established by the stranger and is now kept up by the friend. In June, 1912, the President of the Alumnæ Association, Miss Anna L. Dawes, established a new committee which was named "The Alumnæ Advisory Committee" and was made up of representatives from different decades. This committee has been invited by the Principal to spend two or three days each year at the

school to become better acquainted with all parts of the school life. It has contributed to the advancement of the school both by its hearty commendations and by its helpful suggestions of possible improvement. The greatest service it has given has been the strengthening of the bond of friendship by enlarging the acquaintance between the present-day Faculty and students and the Alumnæ.

The establishment of the Loyalty Endowment Fund by which the Alumnæ not simply pledge but actually have paid in an endowment of more than one hundred and ten thousand dollars is the great financial work of the Alumnæ during the last nine years. The workings of these two functions, the Advisory Board and the Loyalty Fund Committee, and also the addition of an Alumna Trustee to the Board of Trustees have been active factors in the establishment and growth of a goodly number of lively new Abbot clubs; in Detroit, Chicago, Pittsburgh, Cleveland, Central and Eastern Ohio, Connecticut, Southern New England, and in Eastern and Western Maine, in addition to the older clubs formed long ago in Boston and New York.

The College Preparatory Department began life as a department with Miss Watson and struggled for proper public recognition; this was finally given it, first by the reading at the church service on Commencement Day of the names of the girls who had completed the course for entrance to college; and later by the decision of the Trustees to give a special diploma to the College Preparatory Seniors similar to that received by the Academic Seniors. During the first quarter of the twentieth century the big

colleges for women increased rapidly in size and the consequent reaction upon the secondary school tended for a time to make the pendulum swing vigorously towards the College Preparatory work and caused grave doubts in the minds of many people as to the possibility that the Academic Department could hold its own against this tendency. Although the College Department, which had made a modest beginning before 1912, has since then increased very much in size and importance until now at the end of the first century of the school the number of College Seniors each year varies but slightly from the number of Academic Seniors, yet the Academic Department has quietly but firmly held its own; the broader programme of its Senior Middle and Senior years gives it a more advanced character, and makes it a better medium for developing some girls who wish to go on with special work later in life and for whom, for some reason, college life seems not to give the most favorable opportunity. The present Principal is a woman who has been in intimate contact with college life and management in various ways, especially by service on the Alumnae Council of her Alma Mater, Wellesley College, yet she has been from the first thoroughly in sympathy with the idea of strengthening and developing the Academic Department equally with the College Preparatory. New Senior electives have been added frequently in Science and in Literature, and more than one Academic Senior after being graduated from Abbot Academy has been admitted to the Sophomore Class of a big State University.

The idea of the Junior College, so vigorously advo-

cated by Bradford Academy and some other schools, has not been overlooked by Abbot Academy. Trustees and Faculty have carefully considered the matter but so far they have not been attracted by the organization and the methods of the Junior College. There is, however, a real problem to be met and this problem is being studied. The girl who finishes creditably a first-class high-school course and then completes two years of excellent work in advance of the high-school work should find it possible to receive unquestioned credit for this work if she chooses to enter a State University or a technical school. It is hoped that Abbot Academy will soon find an answer to this problem.

Changes have taken place in the work in Music by the introduction of a definite course leading up to a Music Certificate which gives the student visible credit for the regular work done. There is no attempt to introduce a music school, but simply to make it possible for a girl who has spent much time on music and has accomplished certain results in it to receive public recognition for this work in which she has passed difficult examinations, just as truly as for the work in other subjects which is recognized by her Academic or her College Preparatory diploma. Doubtless the number receiving this certificate will always be small but that does not affect the justice of giving it or lessen its value to the few who receive it.

Not only the opportunities of music students, but the life of the entire school, have been greatly enriched by the gift of a pipe organ; a gift made only a few weeks after Miss Bailey became Principal. This organ, given in 1912 by Dorothy Davis of North



Andover and then, after a few years, again by her gift, greatly enlarged and magnified in power and beauty of tone, is known as the "Dorothy Davis Rimmer Organ." It fills the organ loft which was planned by Mr. Downs at the time of the erection of Davis Hall; — the loft which he himself hoped to see filled by an organ before he should give up his work, a hope which could not be fulfilled.

In School Government there have come the changes inevitable with the march of the years. The self-reporting system by which each girl reported on her own conduct each day was dropped by Miss McKeen during the last year of her life in the school, but no very definite method was substituted in place of it at that time. The development of Student Government in the colleges had an effect upon life in secondary schools, and finally in 1911 a beginning was made looking toward the assumption of greater responsibility by the girls in all matters, by the establishment of a small Student Council. Under Miss Bailey this has been developed into an excellent organization and is a potent factor in maintaining school spirit and in controlling the life of the school in its various aspects.

In these days, when girls as well as boys have an athletic programme for daily life, Abbot has developed its own methods — those best suited to its needs. Regular physical examinations are given twice a year; sports are organized and every student is allowed the freedom of choice of a major sport consistent with her physical development; in these days when every young person drives an automobile when at home, walking is made attractive by a care-

ful scheduling of the walks about Andover and offering the prize of athletic points as a reward for accomplishing a certain number in a definite period. The system of earning athletic points has before it the goal of final possible membership in the "A" Society and perhaps the winning of an "Honor A," which is gained by the summing up of all good qualities in school life.

The abolishing of secret societies has been described elsewhere in this volume and also the establishing of a permanent literary society, The Odeon. Gradually other societies have grown up according as interest in various lines has been developed in different years, until there are now several permanent groups each with its own special organization and each contributing every year to the interest and entertainment of the entire school. First came the Q.E.D. society interested in current history and politics; then the A.D.S., the dramatic society; Philomatheia, the group interested in Science; Les Beaux Arts, which studies art; and the Æolian Society, a group of girls interested in music. Each society has a Faculty counselor who may help with advice, but leaves the members free to follow their own lines of thought.

The aims and methods of the religious life and teachings of the school do not seem to differ much from the days of Miss McKeen. The old custom of a weekly religious service for the entire school continues, with addresses by the principal and by men and women who have a special gift for understanding and reaching the youth of to-day; men such as Dean Brown of Yale, Dr. Clarence Barbour of

Rochester Theological Seminary, and Mr. Stackpole from our own Board of Trustees. The school is organized into the Abbot Christian Association with its own staff of officers and committees; one committee regularly takes the entire charge of their own special service Sunday evening; the social committee is most useful in caring for the social life of the school; and the charitable and philanthropic work of the school is ably carried on through the officers of the organization. The twentieth century does not show such a list of able women going to all parts of the world to work in missions as does the nineteenth century, but there is ample evidence that the modern Abbot girl has a conscience both to give of the abundance of her possessions and to do her part in ministering to a suffering world.

The importance of the organization of the three departments just described, the Student Government, the Athletic and the Religious Associations, is indicated by the fact that the three presidents are now on a par with the Senior Class President and the four officers are honored equally by the school.

THE END

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